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*GUIDE BOOK TO
CHILDHOOD* :: :: By
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Litt.D. :: *Author of "Manual of Play,"*
:: :: *"Manual of Stories," etc.* :: ::



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:: :: PATERNOSTER ROW :: ::*

PUBLISHER'S NOTE.

This book has two purposes : first, to pack into the smallest possible compass a compendium of information about childhood, and, second, to give parents the most practical answers to the thousand-and-one problems of bringing up children.

It is a dictionary of child life and an encyclopedia of child training.

Part One consists of Outlines of Child Life, a summary of the best that is known about childhood, condensed from the best authorities. These summaries are presented partly in the form of graphic charts and partly in terse statements, often numbered for ease in remembering. Each summary closes with a special list of books for further reading.

Part Two opens with a Chart of Parenthood. It consists mainly of several hundred answers to the questions that parents most frequently ask as they meet their daily problems in the home. For those who will go more thoroughly into their work, the best books for parents are listed and described, and parents who wish to study together are shown how to organize and what to study.

There are abundant cross-references between the two parts of the book. The main captions stand out in clear black type, the answers for parents are arranged in alphabetical order, and the unusually full index brings to light all the treasures of the volume.

It is believed that, amidst the flood of books for the home that are being published, this one stands unique, because it contains the gist of all, beside certain special contributions of its own.

The author has been assisted by the staff of the Institute, by many writers in these special fields, and by the heads of most of the institutions that work for better home life, to all of whom cordial acknowledgments are rendered.

The volume is intended of course for reference rather than for consecutive reading. For this it is hoped that it may find a helpful place in the daily life of thousands of British homes.

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PART ONE

OUTLINES OF CHILD LIFE

CHILD STUDY

GATES INTO THE CHILD WORLD

OBSERVATION

- (a) One's own
- (b) Neighbors
- (c) Others

SCIENTIFIC STUDY

- (a) Scientific records by years.
- (b) Scientific studies by groups.
- (c) Scientific examinations of individuals.

- (a) One's own.
- (b) Journals and letters.
- (c) Autobiographies.
- (d) Biographies.

REMINISCENCE

- (a) Poetry
- (b) Prose
- (c) Art
- (d) Parental love

INSIGHT

GUIDE BOOK TO CHILDHOOD

CHILD STUDY

GATES INTO THE CHILD WORLD

THIS chart is intended for the parents who say, "But we don't understand children." It is for those earnest fathers and mothers who recognize the sacredness and complexity of their task and who are willing to be as earnest about it as they are about the other and minor businesses of life. The chart shows in a graphic way through how many doors it is possible to enter patiently and humbly into an understanding of the child world. The paragraphs that follow are definitely explanatory of these gate-ways and suggestive of the many plans by which parents may work in securing such understanding. In short, here we have child study domesticated.

GATE I. OBSERVATION

THROUGH ONE'S OWN UNDIRECTED OBSERVATION AND KNOWLEDGE OF CHILD LIFE AS IT IS

There are a number of great advantages in fireside child study. Not only is the child always natural, because he is unconscious that he is being specially observed, but the opportunity for patient, consecutive, comparative investigation is unparalleled. It is bound to have an intimacy and a human quality that are often lacking in more ambitious but distant efforts. The fact that the observer is inexperienced need not defeat him if he is instructed as to certain precautions which he should take in his study. For instance, his sympathy is not a barrier to knowledge, but rather a help thereto, if it does not degenerate into sentimentality. Candor of observation and accuracy of record are, of course,

presupposed. But perhaps the most important single requirement is a definite understanding as to what is being sought. Miscellaneous entries, such as are provided for in the usual "Baby's Book," are hardly novel or extensive enough to yield anything more than souvenirs for pleasant review by the child when he is old enough to read them.

A diary, however, to be called perhaps "A Mother's Life Book," constituting a daily record of the child's growth and development, would be very helpful. Even more useful, not only for the mother but even for those who have made a profounder study of the subject, would be a daily record of one of the child's activities. Dr. Coe suggests "Around the Clock with a Child at Play." Toward the end of the eighth or the twelfth year this would be of untold value. They are the years of which very much needs to be said. They are the years, too, when the child's time is spent very largely in and about the house and he may be easily and thoughtfully observed.

THROUGH RECORDS OF NATURAL, UNDIRECTED OBSERVATIONS MADE BY OTHER PARENTS AND LOVERS OF CHILDREN

The observations of a group of students, a parents' club, for instance, focused upon a single topic of inquiry, would also be of considerable value. One such group, using one of the outlines of programs in this book as a guide for observation, and making concentrated observation for a time upon a certain age or problem, could obtain gratifying results. It could, for example, give a season to a specific moral problem or to some particular question of development.

THROUGH MISCELLANEOUS WRITTEN COLLECTIONS OF SUCH OBSERVATIONS

Kirkpatrick's "Individual in the Making" is one of the books which contains many personal instances similar to those which the mother herself will observe in her own children. Earl Barnes' "Studies in Education" contains even fuller records of this sort. Scattered anecdotes which are suggestive are often found in the popular magazines for mothers and teachers.

GATE II. REMINISCENCE**THROUGH ONE'S OWN PERSONAL REMINISCENCES AND MEMORIES
OF CHILDHOOD**

Fortunate is the parent who has kept the diary written in his own childhood. It will do more to interpret his children to him, especially from the standpoint of heredity and with the deepest sympathy, than any other one source. Fortunate, too, is the father or mother whose own parents and childhood friends are still living who will communicate to him a true and unvarnished account of his own childhood. Any study group would be inspired if members would exchange accounts from memory of their own childhood play, views which they held of Nature, their attitude toward discipline, etc. Such records would often suggest helpful ideas in regard to working out the application of these memories in the lives of the new generation.

THROUGH PERSONAL JOURNALS AND LETTERS OF CHILDREN

There are a number of published diaries and collections of letters of children which give frank, unconscious expression of child life. Among the most notable are the journal of Marie Bashkirtseff, the young French artist, and of Anna Green Winslow, a Puritan maiden who lived over a hundred years ago. Almost as helpful are stories founded upon memories of an individual childhood, such as Miss Alcott's "Little Women" and Dickens' "David Copperfield."

**THROUGH REMINISCENT AUTOBIOGRAPHIES FOUND IN
LITERATURE**

These have the value and the weaknesses of our own personal reminiscences. Facts seen at the distance of years through the obscure mists of later experiences and through the difficult medium of another's personality or different experiences and prejudices must be translated into terms of our own vocabulary of life. Among such books are Pierre Loti's "Reminiscences of a Child," Tolstoi's "Childhood, Boyhood and Youth," Mrs. Burnett's "The One I Knew Best of All," Mrs. Richards' "When I Was Your Age," Una Hunt's "Una Mary," and the

extracts given in Sully's "Studies of Childhood" from the childhood of George Sand.

THROUGH BIOGRAPHIES OF THE BOYHOOD AND GIRLHOOD OF FAMOUS MEN AND WOMEN

Biography has usually ignored the childhood of the great, but there are a few books which emphasize the early years, and they are very delightful and helpful. Among the general collections are Rupert Holland's "Historic Girlhoods" and "Historic Boyhoods" and E. S. Brooks' "Historic Girls." Among the biographies of individuals are Mrs. Cheney's life of Louisa M. Alcott, Mrs. Richards' life of Florence Nightingale and Nicolay and Hay's life of Lincoln.

GATE III. INSIGHT

THROUGH ARTISTIC INTERPRETATIONS—POETS, AUTHORS, ARTISTS

The advantage of interpretations of childhood from these sources is that to poets and artists is given the insight to see clear into the heart of things. From them we have some of the most exquisite interpretations of child life. These interpretations, however, must be accepted with caution and corrected by some real child's interpretation of himself. They are also less copious for the less graceful and lovable years. Among the best of the interpretations in poetry are those of Stevenson, Riley, Field and Whittier; in story those of Kenneth Grahame, William Canton, Thomas Bailey Aldrich, George Madden Martin and Myra Kelly; in imaginative prose those of Walter Pater and Mrs. Alice Meynell; among those in art the best creators of child types are Jessie Willcox Smith, Elizabeth Shippen Green, Millet, de Hooch, Le Brun and Israels.

THROUGH PARENTAL LOVE

Worthy to be classed with the other great arts of insight is the vision vouchsafed to parental love. It is poetic, for it sees the deeper meanings of the commonplace and ugly; it is prophetic, for it believes in the unfolded blossom when it sees only the enfolded bud.

"If thine eye be single it shall be full of light." It helps the power of literary interpretation if it be absolutely true to memory and experience. Mark Twain's "Tom Sawyer" is marred by its dime-novel sensationalism of adventure. Ik Marvel's "Reveries of a Bachelor" is defective because of its adult sentimentality imputed to wholesome child life. In the home, too, an indolent willingness to see only the pleasant is a different thing from an active trust in the inherent tendency of a boy to good. Family pride, unaided by an honest desire to know, is blindness itself. The best mother is the one who can be grieved but cannot be fooled.

GATE IV. SCIENTIFIC STUDY

All child study should be scientific as far as it goes, but scholars have the privilege of collating observations, of sifting reminiscences, of analyzing literary interpretations, and further of applying scientific methods and engaging in long-continued and far-reaching investigations that are beyond the reach of the amateur.

THROUGH SCIENTIFIC RECORDS BY YEARS

A few books of great value have been written, giving in most faithful detail the story of the development of little children. There is practically nothing in one volume that goes into much detail beyond the third year. Among these books are Miss Shinn's "The First Three Years of Childhood," and Major's "First Steps in Mental Growth." Sully's "Studies of Childhood" is measurably close up to the end of the sixth year. Here we have a long gap until we come to G. Stanley Hall's monumental "Adolescence."

THROUGH SCIENTIFIC STUDIES BY GROUPS

The reference here is rather to careful studies that have been made of the particular impulses and instincts, cross-sections of many children, rather than studies of the individual child through successive years. Among these are Earl Barnes' "Studies in Education," and the volumes of the *Pedagogical*

Seminary. Among the books of scientific value in which the parent's outlook is distinctly manifest are Mrs. Chenery's "As the Twig Is Bent," perhaps our best book on home training of children up to six; Mrs. Fisher's "A Montessori Mother," and Johnson's "Education by Plays and Games."

THROUGH SCIENTIFIC EXAMINATIONS OF INDIVIDUALS

Ingenious tests have been devised for making studies of individual development. Among these are the well known Binet-Simon tests of defectives, Baldwin's tests for early color perception, Dearborn's studies of the psychology of reading, etc.

How these statements simplify the parental problem. There are but four doors into the child world, and they are all open to every parent. By personal observation and memory, by conference with other parents and by some contact with current literature the parent may have a vivid and reasonably accurate knowledge of the way the child is developing. Reminiscences, oral and written, certify this knowledge. All who have loved children—poets, artists, parents—have had the insight which is the search-light to knowledge. The busy mother may think she cannot familiarize herself with scientific sources of information. Many of them, however, will present themselves to her in her daily reading. Others may be mastered upon serious effort. Is it not, after all, simply a question of willingness really to accept parenthood? Not only *physical motherhood*, with its birth-pangs; not only *responsible fatherhood*, with its financial obligation, but *practicing parenthood?*

WHAT A CHILD IS

What is a child? Three definitions are commonly given, each of which involves some misunderstanding. Some persons think a child is a little adult. This is but partially true, since the child's physique, mental life and moral outlook differ radically from the adult. It was this misunderstanding that first suggested the definition of the child as a "little sinner." Another conception is that the child is a little animal, a member of another race who will someday become a member of ours. But the child is not fully manikin nor wholly animal. He has, for instance, just as quick insight as the man; his memory powers will never be more extraordinary. Another error is that we can isolate "the child" and conceive of him as having an original nature of his own. The child lives constantly in specific situations, amidst complex human groups, and shows general as well as individual tendencies. Not only can he not be good without an environment, but environment is really a part of the child. Child study involves at least some study of society.

There are certain interesting analogies which suggest that the child recapitulates in his own history the development of the race in its order. These parallels are interesting, sometimes enlightening, but must not be depended upon, since there are places where some children reverse this order and since the child sometimes recapitulates a whole era of a race almost in a day.

The meaning of infancy is that the child has now great plasticity and long dependence and thus the possibilities for prolonged growth and high attainment. The danger in conceiving him for a time as a savage is that he is not living in a savage environment and so does not need to undergo all savage experiences.

The forces that make a man are three: *heredity, environment* and *will*. The child cannot, of course, increase the treasure of his heredity but, since no one ever can plumb the depths of that

fund, our task is rather to discover the strong points of his heredity and make the most of them than to be discouraged because of his apparent lack of capacity. The possibilities of a wholesome environment in the development of the child of apparently inferior heredity are most encouraging. So far as we can affect a child's environment, we must endeavor to do so through a study of his capacity, and endeavor to make his surroundings stimulating. After all, the child determines his own future. He selects that portion of his heredity which he favors, and that part of his environment which he likes.

REFERENCES:

Drummond: "Outlines of Child Study."

Horne: "Idealism in Education."

THE TENDENCIES OF CHILDREN

The word tendencies, as a general thing, may be recognized to include all those traits and aptitudes in the child which are prophetic of his future.

First, there are the native tendencies, the instincts and interests which appear in the young child. Among these are bodily activity, the instinct of the child to move, at first apparently by chance and later as an expression of curiosity and locomotion; then the sense of hunger and curiosity, the disposition of the child to take an interest in the world about him through the senses and to experiment with his muscles. Second, there is suggestibility, the possibility of modifying the child through imitation, through his tastes and appreciations. There is also his self-assertion, which makes him independent and full of initiative. There is the love which binds him by social ties and makes him loyal and obedient. There is joy which is in itself strength, and the fear, which, while usually disagreeable, also has its part in the development of prudence. There is what Sisson calls "the growing-up impulse" which involves not only looking back with a certain measure of scorn upon infancy but looking forward with ambition to the future. There is also love of approbation which stimulates the keenest activities and runs easily later into affection for the other sex.

As we study all these native tendencies, there are believed to be three fundamental educative processes to which we must appeal—stimulation of the good act, the weeding out of the bad and the suggestion of new desirable things. The native tendencies are blind and, to some degree, dictatorial, but the characters that are to develop out of them are intelligent, orderly and harmonious.

There are different types of children. We cannot know a specific child's tendencies unless we know something about his type or temperament. The following distinctions, based chiefly

upon Edith E. Read Mumford's "The Dawn of Character," will be found reasonably useful in the study of children. These are as follows:

1. Children in whom strength of will and determination are the most marked characteristics.
2. Children characterized by the strength of their emotions.
3. Children marked by the keenness of their reasoning faculties.
4. Children of exceptional responsiveness.
5. "Average" children, those who do not exhibit any one quality in excess.
6. Those who are weak in some definite direction.

A large factor in the tendencies of the child is his special aptitudes, which of course reveal themselves only gradually. Each child has his own means of expression; one by evidences of skill with his hands—perhaps in construction and manipulation of tools, another through music, another by writing, still another by drawing pictures, and even another through the power of social leadership which causes him to become the chieftain of every group with which he allies himself. Each of these aptitudes is an evidence bearing upon the child's future. Each capacity is to be trained in the hope that it may define his future.

Finally, the vocational training of the child becomes important in fixing his tendencies, in the first place through these special aptitudes which have been mentioned. Then there comes the question as to fitting the youth through education to fulfill his aspirations. We have also the more important question as to the opportunities he has had to observe and practice work which has a bearing upon his desired calling. The child in a small community is much limited in this direction. The example of his young friends and the aid of those who are older are important too as factors in determining what this vocational training shall be.

In summary, we may recognize that the most patient and elaborate study is necessary if we are to recognize the instructive movements in the child's life and to govern him for the best and to bring out his best tendencies.

REFERENCES:

Thorndike: "Education."
King: "The Psychology of Child Development."
Mumford: "The Dawn of Character."

A CHART AND COMPASS OF CHILDHOOD AND YOUTH

A CHART OF CHILD DEVELOPMENT

FROM INFANCY TO MATURITY

THESE charts are the endeavor to place in practical form the order of the child's development from birth to maturity. A section is given to each separate period of childhood, with special emphasis upon the first three years. These charts are intended to interpret to parents the usual things to expect in the oncoming life of their children. When a fact is stated as occurring in a certain age or period, what is meant is that, so far as we know, this is the first time when such a fact is true in the lives of average children. The mother is not to be concerned if her own child does not, at a given age, match that age in the chart in every particular. The chart is true to the general order of the child's growth rather than to his years. If the mother will turn a page forward or back, she is quite likely to find the appropriate facts there.

These charts are solely for the encouragement and help of the parent. They are average charts; there are no average children. Each child is exceptional at some point in his development. The chart is helpful, not so much for detecting defects or signs of genius, as for helping the mother to discover mistakes in her own method or unexpected possibilities in her opportunities. Especially in the development of character these charts are helpful.

Each page of the chart has three divisions: one for the physical, one for the mental, one for the social, moral and religious development. Few physical facts are entirely physical; they are partly social and partly physical. So with the others. When a fact is put in the first column, it is because it seems to be of predominantly physical significance.

The first part of each division is devoted to facts; the second part to practical suggestions that arise out of those facts. The reader should, by looking across the page, compare each fact with its appropriate suggestion.

The blank pages are inserted for the mother's convenience. She may like to note down a point in which her own child excels or differs from other children. She may wish to remind herself of certain new opportunities. She may wish to put down memoranda as to future reading. The very endeavor to do individual work upon the chart will help the mother to memorize its salient features. It is believed that if this system of amending and underlining be continued throughout a child's growth, it will give a mother an extraordinarily clear knowledge of the child and of the best methods of training him.

FIRST YEAR

PHYSICAL FACTS

Weight: at birth, 5 to 10 lbs.; boys average, $7\frac{1}{2}$, girls, $7\frac{1}{4}$; doubles during first 6 months, trebles during year.

Height: at birth, 16 to 22 in.; average, $20\frac{1}{2}$; increases about 50 per cent. during year.

Proportions: at birth, trunk long, girth of head and chest exaggerated, neck short, legs short and bowed, arms short, face small; brain doubles in weight first year.

Respiration: about 35. *Pulse:* over 130. *Temperature:* 99 to 98.

Senses: of light, contact, jar and temperature, at birth; hunger and thirst frequent and extreme, first 6 months; active looking, 4th or 5th week; active touch, 6th to 9th week; consciousness of rhythm, 2d month; sensitiveness to pain dull, during first 6 months; directing eyes and exploring, 16th to 17th week; sounds produced voluntarily, 4th month; range of vision, 10 feet, 3d to 4th month; 100 feet, 6th to 9th month; distinguishing color begins, last of 1st year; consciousness of musical tones, last of 1st year.

Movements: all, especially sucking and grasping, set off by outside causes, and undirected, 1st month; lifting head, 2d month; active touch with tongue, 6th to 9th week; active touch with fingers, grasping, 8th to 13th week; grasping by feeling, 10th to 14th week, by sight, 18th week and after; sitting efforts, 5th month; sitting unsupported, 6th to 9th month; standing efforts, 6th to 7th month; creeping, 7th to 8th month; standing, 9th to 10th month; walking, 12th to 18th; in general, interest centers first about mouth, then hands and feet, first to bring things into field of observation, then to get to things.

Dentition: first teeth, 5th to 9th month; second group, 8th to 12th month; third, 12th to 18th month.

FIRST YEAR

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: 22 hours, to 3d month; 20 hours, to 6th month; 16 hours, to 12th month.

Food: mother's milk if possible, until about 9th month; then specially prescribed dietary.

Care: Cleanliness, even warmth, fresh air, daily sunlight with eyes protected, records of temperature, weight, height, food, regularity of bowels, etc.; shortened garments for creeping, 6th month.

Sense training: leave child with objects of varied softness, size, shape, to touch and see, 2d to 5th month; increase variety, and play with child with these, from 5th month; toys for the mouth before those for the hands; lullabies and soft music, from 2d month; things to make a noise with, middle of year; glittering objects from 4th month, colored ones toward close of year.

Exercise: change of position, from birth; seat upright with support, 3d to 4th month; toys to encourage body control, creeping, reaching, etc., from 6th month; standing exercises, 8th month, walking exercises, from about 11th month.

Habit training: regularity of sleep, food and excretions; avoid sucking habits, rocking habits, crying for desires.

FIRST YEAR

MENTAL FACTS

Instincts: anger, 1st month; fear, 2d month; curiosity, 5th month; play, 5th to 6th month; imitation, from 7th month.

Emotions: emotional crying, 3d or 4th month; crowing, 2d or 3d month; laughing, 3d to 5th month; surprise and curiosity, 4th to 6th month.

Memory: recognition of mother, 3d month; of others, 4th to 5th month; of experiences, transiently, 6th month and after.

Understanding: difference of tones, 3d to 5th month; signs, 5th to 9th month; recognition of pictures, 8th to 15th month; a few words, particularly as related to self, 9th month.

Speech: cry of hunger, 2d or 3d day; pain cry, 1st week; cries of discomfort, 2d to 3d week; cooing, 2d to 4th month; intentional sounds, 6th month; vowel sounds, 8th to 12th month; a few words, 12th to 15th month.

Mental activities: trial and success, from about 10th week; imitation, second half of year; simplest reasoning, latter half.

SOCIAL AND MORAL FACTS

Consciousness of others: recognition of mother, 3d month, of others, 4th to 5th month; sociability begins, 5th month; signs of affection, aversion and imitation, 6th to 8th month; evidences of conscious dependence and sympathy, 7th month and after; pleasure in showing off, 10th to 12th month; evidence of desire for approval slight during the period; in general, the pre-social stage.

Morality: no moral sense; sense of comfort or discomfort as wants are met; tendency to oppose conditions, rather than persons; docility to regularity; impressibility to the will of others; imitation of acts of others, not of motives; passive rather than active obedience; in general, if the child is well and normal, a stable and cheerful temperament.

FIRST YEAR

SUGGESTIONS FOR MENTAL DEVELOPMENT

Stimuli: avoid loud noises, bright lights, jolting, over-stimulation, especially first 6 months; give toys for solitary play, 3d to 5th month; play with child briefly, from 5th to 6th month, with long periods of self-directed play; avoid anger by lack of provocation, by distraction, by solitude and quiet; avoid fright by absence of shocks and sudden experiences; develop curiosity and imitation by play, as below.

Play: things to handle, make a noise and glitter for solitary play, from 3d month; things that lead child to examine, experiment and get about, from 5th month; things that lead child to play with adults occasionally, from 6th month; things to encourage imitation and memory, from 7th month; plays to teach use of signs, to encourage use of vowels and to teach meaning of words, from 5th month; pictures from 8th month; plays involving music and color, at end of year.

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Necessity of watchful *companionship* of mother from start; importance of the human presence even before it is recognized, for sense impression, habit forming, stimulation of sociability and affection and docility; elementary communication, from 3d to 5th month; coöperative play, from 5th to 7th month; expressions of affection, before 6th month; simple prohibitions, first by removing things, by habit, by distraction, and later by encouraging inhibition at command.

Moral influences: calmness, quietness, self control, cheerfulness, gentleness of mother and of the rest of the family; absolute regularity of method; varied play without overstimulation alternated by copious rest; loving demonstrations to the child and in his presence; free action by the child within understood limits and wherever possible; training for obedience through habit and self control.

FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

SECOND YEAR

PHYSICAL FACTS

Weight: average 21 lbs., beginning; 27, end of year.

Height: average 27 in., beginning; 31, end of year.

Proportions: becoming normal.

Respiration: about 28. *Pulse:* 120 to 110. *Temperature:* as of adults.

Senses: sight: increasing mastery of colors, pleasure in colored pictures, sense of distance of near-by objects coming on slowly, sense of direction improving, recognition of letters common during last part of year; touch: sense of form, solidity and roughness developing during year; hearing: musical sensibility common by 18th month, sense of distance of near-by sounds growing, tuneless chanting not uncommon by 18th month; sensitiveness to pain, to temperature and of taste and smell noticeable toward close of year.

Movements: climbing and pulling from beginning of year; walking, 12th to 18th month, running alone after that; in play, larger muscular movements of arms and hands.

Dentition: third group, 12 teeth in all, by 16th month; 16, at end of year.

SECOND YEAR

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: 12 hours at night, and a 2 to 4 hours' nap.

Food: milk as a staple, reënforced by an extended dietary.

Care: as before; particular regularity in sleep, exercise and play; clothing adjusted for outdoor exercise; light and sunshine in nursery.

Sense training: excursions for seeing, practice with colors, with distance, for direction; toys for learning form, solidity and roughness; piano playing and soft singing to listen to; training in discriminations and positive likings of taste and smell, rather than indulgence in repulsions.

Exercise: regular outdoor sleeping and running; opportunities for climbing, pulling, lifting, pounding, and for exercise of large muscles; chances to do something with playthings, to make or unmake or imitate.

Habit training: as before; also training in bodily carriage, handling of implements of food, courteous expressions, cheerfulness.

SECOND YEAR

MENTAL FACTS

Instincts: fears especially many and lively; anger explosive, curiosity as to persons and uses of things; play in transition from learning by handling to learning by imitating.

Emotions: traces of personal temperament beginning to be visible; moods common, caused often by dentition; if healthy, increasing joy in life; anger easy; pleasure in sensations, music, color and play, noticeable; curiosity stronger.

Memory: still transient and involuntary, but strengthening; largely of sense impressions and pleasant acts.

Understanding: sense of pitch and tune common; interest in pictures, both colored and uncolored; sense of number or quantity possible.

Speech: sentence-building more ambitious and vocabulary much enlarged.

Mental activities: passion for hand touch and experimenting; mimie, not imaginative, play; sense of self appears, and with it self-assertion, self-will, self-amusement, new signs of will power; reasoning develops through varied, free experience.

SECOND YEAR

SUGGESTIONS FOR MENTAL DEVELOPMENT

Stimuli: guard from unnecessary terrors, be present when fears arise, and do not show fear; avoid spells of temper by care of health, keeping older children from teasing, avoiding collisions, furnishing happy and helpful activities, and keeping good natured; in all speech use correct English—not baby talk—and encourage the child to learn to talk and sing, by getting him to try to reminisce, repeat little stories and jingles and songs; enlarge intelligence with picture books, colored and uncolored.

Play: use jingles and nursery songs, action drills and motion plays to develop attention, memory and sense of rhythm and tune; use large playthings for the large arm movements; have objects of different sizes and shapes to teach form, number, etc., and toward close of year teach the alphabet by cut-out or embossed letters; give the child with simple toys a chance to observe, experiment, persist and attain results alone, alternating with work “to help mother” imitative of hers and done by her side.

SECOND YEAR

SOCIAL AND MORAL FACTS

Self and society: during the year likes companionship of adults, but does not recognize children of same age as comrades; is developing sense of self so that by end of year feels proprietorship of his own things; his increased sense of self and resourcefulness enables him to find more means of self-amusement, but likes to be with adults to watch and imitate their acts, particularly of talking, singing, working; increased sensitiveness to the opinion of adults and desire of approbation; spontaneous affection; general shyness of strangers.

Morality: what is approved by adults is right to the child; toward close of year tendency to selfishness and jealousy, alternating with affection and generous giving.

SECOND YEAR

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Companionship must be largely that of adults, particularly of mother; she can now do more things with the child, but must also let him do much alone, insisting upon reasonable concentration and persistence; to this end she must protect him from interruption even at play; in play with adults or brothers and sisters she must try to get them to carry out her own methods of quietness, coöperation, regularity, etc., or keep them away; playmates are not yet to be encouraged; pets are not practicable, though a goldfish or canary to watch is safe.

Moral influences: as last year; also the mother may now put her few necessary commands in words, and after she is sure of attention, state them clearly and habituate the child to them without exception, entreaty, lament or temper; she may train him in gentleness by her own gentle manner, in politeness by being courteous herself and showing him what are courteous acts and words, in emulation by showing him how to do work right and pleasingly, in orderliness by showing him where he may put his things and having him put them away, in self control by giving him time to decide to obey and not dragging him to obedience, in sympathy by being fair to him, expressing sorrow for his pains and showing him how to share with her and others.

FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

THIRD YEAR

PHYSICAL FACTS

Weight: 27, increasing to 32 lbs.

Height: 31, increasing to 35 in.

Respiration: about 25. *Pulse:* 110, down to 96.

Senses: range of sight greater, perception of color clear; touch keen and discriminative; ability to recognize and hum a tune common; likings of taste and smell pronounced; temperature sense good; sense of pain, as in adults; in general, sense development complete.

Movements: running, swinging, chasing; increased activity and more muscular control in manipulating toys and tools of play.

Dentition: first dentition now complete.

MENTAL FACTS

Instincts: fears of an imaginative sort appear; curiosity more active, and taking the form of questions; play more resourceful and becoming imaginative by middle of year; crude collecting instinct.

Emotions: more stable.

Memory: more particular, but not yet continuous; voluntary recollection begins.

Understanding: of properties of matter and the way things act, with continued interest in handling for purposes of proof.

Speech: larger vocabulary and more accurate use of words; short sentences by end of year.

Mental activities: imagination now enables child to assemble separate experiences into new ones, and imitate in play purposes as well as acts; activities still imitative but more purposeful; distinctness of individual motives; reasoning still direct and crude; interest in stories, particularly of sense experiences, of fancy and involving self in the situation; likes to express ideas through crude drawings.

THIRD YEAR

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: 12 hours at night and 4 to 2 hours' rest.

Food: as second year, but in greater variety.

Care: as second year.

Sense training: much outdoor play for exercising range of sight, definition of color, form, size; play with sand, water and mud; variety of home-made toys and ordinary implements for varied sense experiences; bright colors to enjoy, flowers to smell, variety of food for taste, singing and playing of musical instruments in the home for hearing.

Exercise: as second year.

Habit training: provide uniform conditions for training in desirable habits, particularly in the way of correct examples; train the child to undress himself.

SUGGESTIONS FOR MENTAL DEVELOPMENT

Stimuli: quiet imaginative fears by reassuring surroundings and explanations, studying the child's fancies carefully; give practice in use of words and sentences; have regular story hour of simple, cheery, fanciful tales and verses; give the child crayons and pencils and scraps of things of many colors, shapes and sizes; answer questions carefully when child is attentive.

Play: continue all the plans of the second year; also, show how to use pencil, dull-pointed shears, and how to transform blocks, shawls, etc., into houses and dolls into babies; help in correct sentence-building, allowing no one to ridicule his mistakes; enlarge range of picture books to include fairy tales; frequently exercise in recollection; in all play, while making suggestions, keep hands off and do nothing for the child he can do for himself; let him express his own ideas and learn by experiment and success and failure.

THIRD YEAR

SOCIAL AND MORAL FACTS

Self and society: much distineter idea of self, with increasing individuality; tendency to self assertion; new antipathies and likings, both imitative and original; increased affection and desire for approbation, with first attempts at setting his will against another's; new sympathy, due to sharing imaginatively the feelings of others; in general, the imitative and socializing stage coming to fruition.

Morality: conscience still depends upon the approval of others; greater power of self-direction, inhibition and choice increases ability for voluntary obedience; increased sense of self makes contrariness possible; imaginativeness makes it hard to distinguish fact from fancy.

THIRD YEAR

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Companionship: pleasant sympathetic relations with persons and surroundings of central importance; the mother's companionship continues along lines of second year; the child is not yet ready to play long peaceably with other children; not yet ready for pets; his new sense of property rights to be encouraged.

Moral influences: last year's work continues; table manners and courteous phrases may now be taught, by word, by example and by playful exercises; make commands few and clear and be careful not to interrupt or collide needlessly, but meet the first tendency to contrariness by almost military training in unquestioning response; meet the increasing sensitiveness and liveliness by thoughtful expressions of affection and approval; the child may help in a little larger range of simple tasks, such as laying away clothes and playthings, thus learning loyalty and orderliness and responsibility; he may be trained to more self-direction in play, work and foresight; help him to courage through conquered fears; stimulate to kindness by stories of children or fairies who are helpful and kind; teach simple prayers, in rhyme or easily remembered phrases.

FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

FOURTH TO SIXTH YEAR

PHYSICAL FACTS

Weight: (average) : at 4, 36 lbs.; at 5, 40 lbs.; at 6, boys, 45 lbs.; girls, 43 lbs.

Height: (average) : at 4, 37½ in.; at 5, 40 in.; at 6, 44 in., growth moving from trunk to legs and arms; lung capacity larger in boys.

Respiration: 25 lessening to 20. *Pulse:* lessening to 90.

Senses: sight at its best, ears keen, touch senses eager; motor powers still prepared only for larger movements.

General development: rapid growth of body and brain, keen appetite and resistance to disease good, 5th and 6th years; retardation common, 6th year, with fatigue, due to confinement and other school conditions; a time of great physical activity.

Dentition: second dentition begins, 6th year.

FOURTH TO SIXTH YEAR

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: 13 hours at night, with rest lessening from 3 hours to 1.

Food: body-building foods, with plenty of milk if possible, more fats and sugar, vegetables and fruit; food taken more frequently than by adults.

Care: physical examination, vaccination and special care of teeth before entering school; after that vigorous outdoor life to counteract school confinement.

Exercise: encourage running, jumping and climbing by boys and girls as well.

Habit training: train the child to dress himself, 5th and 6th years.

FOURTH TO SIXTH YEAR

MENTAL FACTS

Instincts: curiosity takes the form of perpetual questioning, also of construction and destruction; play develops chiefly in two ways: lively physical action, with running, rhythm, dancing and music, and play representative of adult occupations, with some slight interest in the traditional games; collecting of trivial objects continues; play and curiosity lead to running away.

Emotions: disturbed by new conditions in school and of companionship, more volatile.

Memory: both voluntary and involuntary, clearer and more consecutive, as attentive power gains; foresight also begins.

Understanding: wider knowledge through kindergarten and playmates; more definite ideas about everything; interest in rhythm of stories and of games.

Mental activities: imagination now has a wider range and takes the frequent form of building a fairy world in play, in work and in thought or moral matters; interest in color, 4th year, yields to new interest in form, 5th to 6th year; child may print and represent a little by drawings, 4th year, do simple writing and reading aloud, 5th year; interest in fairy stories; self assertion continues and sense of ownership increases; the child noticeably vacillates after coming under influence of school companions; interest in play or work centers in the activity rather than the result and is not prolonged or continuous; in general a distinct personality develops now and the child is not only absorbing from every possible source, but selecting what he will imitate and accept; for the first time he has a larger environment than the home.

FOURTH TO SIXTH YEAR

SUGGESTIONS FOR MENTAL DEVELOPMENT

Stimuli: give the child inexpensive toys and old machinery to take apart and rebuild; spend much time in answering questions and reviewing the child's information; give opportunity for the child to share regularly, always in the companionship of mother, in real yet playful tasks of helpfulness, such as care of plants; teach in the home: telling time, dressing, simple weaving and knitting, singing the scale and simple songs, counting up to 100, reading aloud, and encourage the child to rehearse school activities; continue regular story-telling, perhaps at bedtime; give the child easy picture books of his own, good paints and crayons and some plastic material, such as plasticine.

Play: furnish homely materials for varied physical play and for play with companions of dramatic character, such as for playing house, store, railroad, etc.; guard purity of speech after school begins; and alternate the more strenuous play and consequent quarrelsomeness with rest and frequent changes of play and companionship; give simple facts about the origin of life as soon as the child comes home with questions.

In general, this is a time for forming the intellect as the previous one was for molding the emotions; the child must have a stock of experiences to build with, guidance in thinking and opportunity for reflection.

FOURTH TO SIXTH YEAR

SOCIAL AND MORAL FACTS

The child enjoys plants and animals as playfellows; imaginary companions are common, 4th year; interest in other children now active, though he is selfish and self-assertive in his play with them; Kirkpatrick calls it "the individualizing stage."

Strong independence appears by the 5th year, leading sometimes, according to early training, to revolt against control; the fears due to imagination now also develop capacity to trust in elders; imagination continuing so strong, the child but slowly learns to tell the truth; lies due to imagination or fear common; caution and courage come out of an instructed relation to fears; in conquering fears and difficulties rises self-confidence; loyalty develops with sense of dependence upon parents, but is not extended to playmates; hero-worship develops out of dependence and affection, to mother, father, perhaps policeman, etc.; the child now imitates persons fully as much when they are absent as present; religious feeling now completely trustful; prayer habits easily accepted.

FOURTH TO SIXTH YEAR

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Necessity for supervision of companionships to prevent quarreling and of play to supply initiative; pets and plants to be provided, but no responsibility expected for their care; the child may be developed in pleasanter social feeling toward playmates by play-exercises in kindergarten and school, by stories at home or school; it is necessary to keep close to school and playground associations to guard purity of speech and thought and counteract any unfortunate influences upon will, ideals, attitudes and conduct.

In simple coöperative tasks at home teach tidiness, cheerfulness, taking one's turn, doing one's part, sharing; encourage independence, but do not let it run wild and become disobedience at home or bullying away; the way to harness independence is by plenty of wholesome activity; let the child have regular practice in seeing and clearly stating truth, and never let him be scared into lying; correct signs of disobedience or naughtiness by keeping the child in good physical condition, giving commands clearly and when he is attentive and using such helpful methods as suggestion, diversion, activity, praise; let punishments be so far as possible "natural," using deprivation, meditation, choice; corporal punishment to be but rarely, with some children and by some parents, never, and only for deliberate disobedience; punish always to cure the harm, not for dignity, wrath or revenge; help the child to carry his trust of parents over into trust in God, which teach him to express in prayer; develop feelings and expressions of thankfulness in prayer by calling attention to the beauty of the world and to happinesses, being cheerful and thankful yourself; utilize the admirable qualities in the child's heroes as examples and furnish others in stories, particularly the Bible stories; establish the habit of going to Sunday school at about the time of entering public school, but reserve church attendance as a later privilege; endeavor to make the habit of prayer pleasant, simple and constant.

FOR SPECIAL MEMORANDA BY THE MOTHER

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FOR SPECIAL MEMORANDA BY THE MOTHER

SEVENTH TO NINTH YEAR

PHYSICAL FACTS

Weight: (average) at 7, boys 49, girls 47; at 8, boys 54, girls 52; at 9, boys 59, girls 57.

Height: (average) at 7, boys 44.10, girls 43.66; at 8, boys 46.21, girls 45.94; at 9, boys 48.16, girls 48.07.

Respiration: from 25 down to 20. *Pulse:* 100 down to 90. *Temperature:* as of adults.

General development: transition, the close of early childhood; slow physical development, with tendency to heart weakness and fatigue; rapid brain growth, 8th year; physical setback, 8th-9th year, closing the period, accompanied frequently by mental dullness; sensory now being passed by motor powers, which means passing from interest in control of body and in activity for its own sake to desire to alter and manipulate and attain results from activity.

Dentition: second dentition proceeding: four central incisors, 7th year; four lateral incisors, 8th year; four first bicuspid, 9th to 10th year.

SEVENTH TO NINTH YEAR

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: from 13 to 12 hours.

General: free outdoor life; protection from overstrain of heart or muscles; exercise larger muscles and encourage construction, but no fine or too accurate work; have as definite rest or reading periods as periods of activity; running, climbing, etc., should continue; utilize the new interest in games, involving these; teach swimming now; provide gymnastic apparatus and tools to do large, crude work.

SEVENTH TO NINTH YEAR

MENTAL FACTS

Instincts: constructive instinct wants results as well as the pleasure of activity and shows inventive tendency; collecting now for a reason, such as for nature study; curiosity tends toward more rational questioning and the use of the answers in experiments.

Emotions: fear lessens, courage increases; ambitions appear, which after fatigue or failure alternate with discouragement; sense of fun strong; control of emotions very slight.

Memory, especially verbal, stronger than ever, for concrete things only.

Mental activities: imagination still expressed in day-dreaming, but, more characteristically, in construction; real interest now in formal but active games, and in competitive games of strength, skill and alertness, in pets, exploring and in one's own bodily condition and vigor; interest in stories of wonder and of actual child activity; mental capacity broadens in the larger environment now accessible; concentration in one's interests strong but transient.

SEVENTH TO NINTH YEAR

SUGGESTIONS FOR MENTAL DEVELOPMENT

Give the child varied opportunities for using his imagination in making things for play and work; see that he uses your answers to his questions in easy experiments; teach hut-making in the woods or backyard, simple bench work, doll dressmaking, weaving, knitting, knotting, simple cooking, and use the household tasks as exercises, encourage collecting by furnishing cases, boxes, pressing books, etc., and also encourage childish barter; teaching both in home and school should include less talking and more testing, many varied sense experiences, particularly of handling, measuring, comparing, copying and use of pictures, maps, models, etc.; continue story-telling and in telling story-poems encourage memorizing; to multiply the cheerful hours, introduce in home and school more singing, marching, simple dancing; teach the active folk games and offer puzzles and guessing games; for home occupations encourage reading to self, writing letters, singing by rote, simple drawing and coloring and, if possible, the common use of some foreign phrases; home requirements: regular home duties, music practice, simple mending, care of possessions and pets, accounting for small allowance.

SEVENTH TO NINTH YEAR

SOCIAL AND MORAL FACTS

From 8th year suggestions of those of his own age more potent and imitation of adults less noticeable, due to more intimate and constant associations of school; range of play wider; still individualistic but not so selfish; competition and contests characteristic in games, also in school; teasing and bullying common, not necessarily hostile or cruel in intent, but because of crude sense of fun and desire to compete and show off; sensitive to ridicule but not to shame; in general, period of imitation and rivalry of playmates.

Self assertion and self confidence still strong: no appreciation before 10 of law or authority in general, response only to personal commands; disobedience now may be due either to this self confidence, or stubbornness because of increasing persistence, or preoccupation in some enthusiasm; little sense of justice but development of habit of giving some place to others through the rough and tumble of play; with little power to control feelings there is some strength to inhibit acts and thus some power of self government; fortitude and courage grow out of play-experiences and successes; purpose develops, as shown in constructive play and work, and with it persistence; little sense of moral responsibility or virtues in the abstract but great admiration for them as seen in concrete acts; such friendships, firm and influential; statements about religious matters taken on trust; increased interest in Biblical men and women; prayer less a matter of desire for protection and more the expression of childlike dependence and gratitude.

SEVENTH TO NINTH YEAR

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Encourage sturdy, fair competitiveness in play; mitigate tendency to quarreling and teasing by diversion and suggestion and helping the child put himself in the place of another; multiply the attractive influences at home as increased strength and opportunity draw the child further away; encourage care of his own pets and garden and use of allowance in home pleasures; make much of his own room and encourage him to bring his playmates home; use encouragement and praise rather than ridicule or rivalry; always correct privately.

Treat independence as in the last period, and continue the habit of expecting personal obedience; note the causes of disobedience named above and treat each case according to its discovered cause, recognizing the signs of strength that exist even in rebellion; corporal punishment now practically done away with; give the child frequent times and opportunities for governing himself; protect the child during his periods of fatigue and discouragement and reserve correction for his brightest hours; enlarge strength for self government by suggesting worth-while tasks, by financial and other recognitions, and to some extent by using the competitive spirit in wholesome emulations, of his own past rather than of others; as strong likings now develop make moral training largely preference-training so as to develop real motives; use the child's admirations still further through hero-tales and biography, bringing in children, teachers, and admirable adults as guests and calling attention to noble deeds related in the press; continue Sunday school and begin church-going; see that the habit of prayer continues and that, if possible, it leads to spontaneous expressions; encourage an interest in hymns and heroic songs.

FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

TENTH TO TWELFTH YEAR INCLUSIVE (Girls)

TENTH TO THIRTEENTH YEAR INCLUSIVE (Boys)

PHYSICAL FACTS

Weight: average: boys, at $10\frac{1}{2}$, 65.4; at $11\frac{1}{2}$, 70.7; at $12\frac{1}{2}$, 76.9; girls, at $10\frac{1}{2}$, 62.9; at $11\frac{1}{2}$, 69.5; at $12\frac{1}{2}$, 78.7.

Height: average: boys, at 10, 52.21; at 11, 54.01; at 12, 55.78; girls, at 10, 51.78; at 11, 53.79; at 12, 57.16.

Respiration and Temperature, as of adults. *Pulse:* 90 to 80.

General development: increase in height and weight at beginning of the period slow, but rapid structural development; immunity from fatigue and disease; greatest "intensity of life" (Johnson), girls 11 to 12, boys 12 to 13; development now of special senses and of muscular action and feeling and their coördinations; period for eye and ear and for keen observation and beginning of skill; period for storing up energy; by the end of the period girls a year more mature than boys; the last year before puberty one of slow growth, acceleration in height and of a sort of physical lull.

MENTAL FACTS

Instincts: further development along lines of last period; curiosity deeper and takes wider range as observation develops; construction more patient and skillful.

Emotions: less primitive and under better control, particularly so far as their expression goes; greater courage and confidence.

Memory for the concrete splendid, especially now for words and facts.

Mental activities: imagination active but more sober; interest in more complicated competitive games, first interest in baseball, interest in puzzles, in trading, in woodland life, in adventure, in pets; love of reading increases, particularly of stories of biography and adventure; concentration greater; discrimination as well as observation keen; sex differences in interests gradually appear.

TENTH TO TWELFTH YEAR INCLUSIVE (Girls)

TENTH TO THIRTEENTH YEAR INCLUSIVE (Boys)

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: 11 hours.

General: exercises for vital capacity, to prepare, particularly girls, for the period that is to follow; running games, tramping, camping and scouting; interest in nature, science, shelters for pets, home-made aquaria and collection boxes; beginning of training in skill in drawing and tools and of technique in musical instrument; some measure of automatic skill in two or three directions to be sought.

SUGGESTIONS FOR MENTAL DEVELOPMENT

Now emphasize memorizing, accuracy and skill; encourage such activities as collections, barter, thrift, early business schemes (such as pets, hens, paper route, etc.), hiking, skating, playing hunter, Indian, scouts, kinder-symphonie, doll millinery, embroidery, printing, keeping a journal; take the child to visit mechanical and engineering plants, department stores, shipyards, shops where men work at various trades, circus, moving picture shows; gradually let reading take the place of story-telling and present the child with good adventure stories and biography, well illustrated; recognize the sex differences in interest as they appear, but keep boys and girls playing wholesomely together.

TENTH TO TWELFTH YEAR INCLUSIVE (Girls)

TENTH TO THIRTEENTH YEAR INCLUSIVE (Boys)

SOCIAL AND MORAL FACTS

Still self-assertive, the child unites with others for his own pleasure; influenced much more now by playmates than by adults; elementary gangs appear, somewhat transient in membership and bound together, boys, almost entirely for physical activities and games, girls, much more largely for domestic games and work together; in these groups tendencies toward leadership or following immediately appear; in general (Kirkpatrick) culmination of period of competitive socialization.

Moral ideas and ideals those of his own age; heroes now those of his years; growing capacity of regard for rights of others developed through play and the gang; susceptibility to evil influences particularly great, according to some, at 12, probably because of adventuresome spirit; regard now for law and authority more than personal command; still the age of faith, though now he asks for reasonable statements; personal religious habits tend to continue without question.

TENTH TO TWELFTH YEAR INCLUSIVE (Girls)

TENTH TO THIRTEENTH YEAR INCLUSIVE (Boys)

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Organize groups in and around the home; expect boys and girls gradually to separate in play, and plan separate amusements accordingly; keep close to the children by inviting in their companions, and by having family camps, outings and evenings together at home; encourage social responsibility to the home by more responsible tasks and by handicraft for home uses; increase the allowance as home demands increase and perhaps give some opportunity for earning further money for social uses; afternoon parties only; encourage wholesome social life in the church, through young social extension of the Sunday school, young people's societies, gymnasiums, festivals, making the church the child's first social home.

Endeavor to make all requirements the expression of principle and fairness rather than of personal authority; recognize the strong influence of comrades and so use much keenness and tact in modifying or removing such influences; keep up a personal interest in the child's projects, share his adventures and discuss both seriously with him; subject the child to any wholesome opportunities for religious training according to the customs of your church; encourage originality in prayer and the custom of Bible reading.

We have come to the close of another period; the child now ceases to be a child as he enters adolescence.

FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)

FOURTEENTH TO SEVENTEENTH YEAR
INCLUSIVE (Boys)

PHYSICAL FACTS

Weight and Height: increase great, but too uneven and variable to tabulate; girls taller and heavier than boys throughout the period; growth of boys is to lines and angles, of girls to curves; with both the rapidity and unevenness causes awkwardness; by 15½ boys overtake girls in weight and by 15 in height.

Respiration, Temperature and Pulse, as of adults.

General development: physical changes of puberty the chief characteristic of the period, coming, with girls, from 12th to 15th or 16th year, with boys, from 13th to 17th; these changes not only earlier but briefer and sharper than with boys; besides increase of weight, height and girth there is also increase in lung and chest capacity and of muscular development and strength; rapid heart growth causes fluctuating blood pressure, flushing and blushing, but usually with no reason for anxiety; the nervous system particularly sensitive, children previously placid now often becoming excitable and impetuous, or seeming to change from resemblance nervously to one parent to resemblance to the other, this too occasion for care rather than anxiety; with all this physical revolution, there is strong resistance power to disease, and good vital strength; in general, the period of physical unrest and instability.

Sensitiveness to touch, sound, color and odor now intensified and has profound emotional significance; in motor power there is likely to be increase in strength, rapidity and accuracy of movement and manipulation, alternating with spells of clumsiness, due to imperfect coördination of bones, muscles and tendons and imperfect connection between the sense- and motor-centers; embarrassment, with boys, in controlling voice when it is "changing."

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)FOURTEENTH TO SEVENTEENTH YEAR
INCLUSIVE (Boys)

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: as long as required, at least 10 hours.

General: Postpone everything unnecessary, and avoid overstrain, especially with girls; attend to nourishing and varied diet, being prepared for fickleness and finickiness in taste; watch out for and correct bad habits in posture, walk, etc., not usually by artificial means but by calisthenics and drills and appeals to pride; encourage deep breathing and outdoor exercise and games of eager but not too exhausting physical activity; build up the places weak physically; develop a variety of exercises and games, so as to give an all-round physical training; after very vigorous games or any excitement or extra work insist upon adequate rest and recuperation; see that girls do not give up the play habit, and keep the girl a child in her physical habits as long as possible; introduce her to camping, volley ball, folk dancing, etc., to counteract the tendency to loll, stay in the house and act like a lady; explain to the boy and the girl the meaning and hygiene of the physical changes of puberty and relate to further instruction concerning sex relations; counteract any tendency to bad habits by athletic ideals, early rising, morning baths, big projects and much activity.

Encourage to interpret as he sees more in nature, art, music, and accompany by suggestions toward handicraft, artistry, musical performance, construction, for the development of sense discrimination and motor efficiency; protect the youth from ridicule for his awkwardness and give training in social amenities that he may not err because of ignorance as of ungainliness.

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)

FOURTEENTH TO SEVENTEENTH YEAR
INCLUSIVE (Boys)

MENTAL FACTS

Instinct: the sex instinct, the latest of the instincts, now appears (see "Social and Moral Development").

Emotions: more intense and varied than at any other period; exuberance likely to be followed by depression and sense of failure, new enthusiasms suddenly deserted for others; due to introspection and sometimes to ignorance about physical or other matters, the youth may get to think himself abnormal, and brood over the fact; in general, extremely self conscious.

Memory: can now learn lessons better than ever, not so much verbally as in their general content; selective memory first manifest; memory for details (such as errands) may be less, as broader interests shut them out.

Mental activities: imagination creative rather than constructive, that is, busy with personal possibilities and plans, in imaginary experiences before an imaginary audience, in day dreams; new interest in nature, art, music, new hobbies and experiments, the theater and other entertainments; desire to be constantly excited and to spend money; impatience with routine and humdrum; frequent unrest in school; passion for reading is common—exciting adventures, and skipping about in popular science and invention; boys reading more travel, mechanics and science than girls, and girls reading novels earlier than boys; beginning interest in one's future vocation; first ability to do abstract thinking and to recognize general truths; concentration may be intense, so long as interest lasts; general period of mental unrest and contradiction.

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)

FOURTEENTH TO SEVENTEENTH YEAR
INCLUSIVE (Boys)

SUGGESTIONS FOR MENTAL DEVELOPMENT

In general, the endeavor is to make the mental life more even, raising the depressions and keeping down the exaltations; this we do by having in the home always a cheerful rather than exciting atmosphere, by avoiding religious unrest and excitement, by trying to understand and solve the youth's discouragements, by keeping reasonable the hours of evening pleasure, the moments of keenest feeling, the expenditures, physical and financial; encourage self-expression through music, art, dramatics, personal apparel, to broaden interests and discover individual talent, but not to the extent of overwork; it is necessary to keep especially close to the school and the teacher, to avoid the child's dropping out through aversion or indolence or temporary desire for work: from now on it is important that the youth should have more financial responsibility as well as income, buying more of his clothes, knowing something about the family budget and entering into some kind of partnership with father; this will include more definite home responsibilities with appropriate recognition; while many good books should be accessible and the youth should choose his own reading within such limits, it is fully as important to counteract too much reading and day dreaming by activities that will bring one into real relations with life and folks.

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)

FOURTEENTH TO SEVENTEENTH YEAR
INCLUSIVE (Boys)

SOCIAL AND MORAL FACTS

The youth is now most sensitive to what people think of him, which accounts for much reserve, stiffness and conventionality as to manners, clothing and conduct; the sex instinct manifests itself first in a short season of repulsion between the sexes, which yields in the latter part of this period to strong attraction, girls feeling and showing this first; social symptoms related to sex are: desire for personal adornment, showing off, coquetry, affectations, with boys new chivalry and ambition, with both boys and girls imitativeness of manners and mannerisms of adult favorites of either sex; the heyday of gangs and sets in school and neighborhood, the sexes organizing separately; boys organize chiefly for the complicated team games of outdoors, girls for sewing, self improvement and gossip; girls become enthusiastic spectators of boys' games by 15; boys now coöperate and show loyalty and self sacrifice in play, girls still remaining more subjective and less coöperative and more imitative of adults in activities.

The period is unstable morally; out of all these he is gradually forming principles; he may either be developing a will of his own or else becoming more dependent upon advice and imitation of others; at 16, with boys, occur the largest number of religious committals and also of escapades, indicating the crisis-element in the period; aversion to church and Sunday school common, 13th to 15th year with both boys and girls, due often to boredom and restlessness rather than evil tendencies; restlessness, sense of restriction, desire for a larger viewpoint now cause some boys to leave school or work or home, 16-18; religion, no longer taken for granted, is, like everything else, felt to be a personal matter, and whether formally accepted or not, there is the sense of being on a quest for moral adjustment; response to noble examples is now enthusiastic; response to altruistic motives strong, though reticent.

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)

FOURTEENTH TO SEVENTEENTH YEAR
INCLUSIVE (Boys)

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

Respect the new desire for social graces and conventional conduct and use for moral ends; have evening home parties and bring to the home those of opposite sex in whom one's own children are interested, with others; use chivalrous and generous motives in guiding the sex impulses; limit theater, moving picture and party attendance in frequency and to as early hours as possible; it is necessary to unite with other parents frequently to set up saner standards; show an interest in maintaining and uplifting well-conducted school athletics and wholesome school and church societies; while family camps, travel and festivals should continue, we must be reconciled to temporary absences of boys for camping, hunting, visiting, summer work, etc.; with girls we must encourage more social activities that are athletic and that encourage womanly rather than society, ideals.

Let us follow and understand as far as we can the intellectual and religious storm and stress; if the youth is communicative, talk things over often in a comradely way, if reticent, interpret freshly by his acts the changes he is going through by the way we ourselves once felt as well as acted; government cannot now be by coercion, scolding or appeal, but must be by consequences, suggestion, pride, self respect, hero worship, responsibility, chivalry and the development of a life purpose; let the child form his own faith slowly, and then wait for his actions to catch up with his ideals; the family partnership idea should now be pressed; home life should be full of events, stunts, even fads, as energy-expenders; we may be patient with temporary revulsion from the Bible and church, if the youth is growing in real life; in church search for pastors and teachers who rightly inspire admiration of youth; the parent's best asset now is confidence in the child, frequently expressed in many ways, and the sense of faith (and humor) to be willing to wait.

THIRTEENTH TO FIFTEENTH YEAR INCLUSIVE
(Girls)

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FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

SIXTEEN AND BEYOND (Girls)

EIGHTEEN AND BEYOND (Boys)

PHYSICAL FACTS

Weight and *Height* of girls as in maturity at 16; with boys two or three years later; brain attains full size and weight; girl approaches full contour of womanhood before boy does that of manhood.

General development: physical sex differentiation and maturity completing; sex stress very great with boys; heart capacity great, but not ready for too great strain; general harmony and balance of parts of body greater, finer correlation of muscles, consequent poise and grace, agility and skill, nerve control much greater; in general, sense of joy in physical well being, in a well nurtured and cared-for youth.

Nothing new to be said about the sensory development; on the motor side there is readiness for real skill and mastery; **awkwardness now yields to confidence in one's tested powers.**

SIXTEEN AND BEYOND (Girls)

EIGHTEEN AND BEYOND (Boys)

SUGGESTIONS FOR PHYSICAL DEVELOPMENT

Sleep: 9 hours.

General: special care as to variety and nutriment of diet; relieve sex stress by baths, athletic interests, camping and hiking, fierce games, diversions; gymnasium and work are now needed as well as play for an all-round development; exercises for hardening and hardihood are important by the end of the usual high school period.

Training in appreciation through the senses should continue; work with the hands should take form according to one's vocational preference.

SIXTEEN AND BEYOND (Girls)

EIGHTEEN AND BEYOND (Boys)

MENTAL FACTS

Emotions: while not so violently fluctuating, self analysis now often leads to melancholy; religious doubts (at about 18) sometimes cause mental distress; in general, the feelings are less morbid and, with health, tend to rebound, with a continuing sense of personal power.

Memory grows more discriminating and practical.

Mental activities: imagination now distinctly takes the line of concrete plans for the future, for whose fulfillment there is impatience to wait; the use of the sense and motor powers now specialize in the direction of the chosen plans; there is pleasure in reasoning, more abstractly as well as concretely, perhaps in the direction of debate, literary study, pure mathematics and science; reading follows the lines of one's permanent interests; both sexes now usually like love stories; the larger interest now leads to reading the papers; the will is now independently active, and under control of the reason; interests are now parallel with sex attraction, recreation, vocation, and perhaps social service; concentration now much more prolonged; a period of growing mental poise and stability.

SIXTEEN AND BEYOND (Girls)

EIGHTEEN AND BEYOND (Boys)

SUGGESTIONS FOR MENTAL DEVELOPMENT

The vocational interest must be kept steadily to the front, as it tempers the sex stress and directs toward the domestic life that is now imminent; we must endeavor to fit school and work to the individual, and search for tasks of vocational value; now is the time for culmination of technical efficiency in music or art or any other talent; as the majority of young persons now leave school and so are independent of teachers hereafter, we have to help them into an independent mental life and work to keep them still busy in self culture and improvement; an adequate preparation for life is the goal we must hold steadily before them and ourselves; we may now demand more thoroughness and persistence in tasks, and demand much fuller financial responsibility; thorough training in buying and in values is necessary for this; we should try to establish the reading habit, and press to their attention particularly books of human achievement and those that enhance life; there should be possible now a regained confidence between parent and son or daughter upon personal, vocational and religious matters.

SIXTEEN AND BEYOND (Girls)

EIGHTEEN AND BEYOND (Boys)

SOCIAL AND MORAL FACTS

There is now more self confidence in and desire for society and society functions: the first going away from home now, for college, work, etc., is likely to give a new social world; social organizations of young people develop, among boys, into athletic teams, and, among both boys and girls, into cliques and fraternities; there is also some tendency to organize societies including both sexes, usually for social purposes; with this, there comes the "pairing off" tendency, boys with boys, boys with girls, which somewhat breaks up the larger groups; in social matters there is a copying of adult ideals as well as surface qualities; behind all this is the sex instinct, working ever toward more exclusive relationships and the mutual relations of maturity.

Personal principles are now pretty well shaped and become governing; a code is forming; authority outside one's self is not recognized, which explains a new defiance of convention, public opinion and command that is common; all this means that conscience is perpetually active and that idealism is keen; there is often sharp criticism of the conduct of others, of religious creeds and organizations, coupled with real search for truth and reality; alternations of moral and religious feeling are still common, though they lessen in severity as time goes on; there is often warm desire to be of service to others, which should affect vocational choice; with those who have made a religious committal, loyalty to the church is strong, especially if the youth is recognized and given something he can do.

SIXTEEN AND BEYOND (Girls)

EIGHTEEN AND BEYOND (Boys)

SUGGESTIONS FOR SOCIAL AND MORAL DEVELOPMENT

To maintain a pure and wholesome sex life it is necessary now to apply every possible social and moral motive, such as self respect, chivalry, social honor, reverence and to encourage sane social life, chaperonage of the individual, and enthusiastic sharing in generous activities; we must bring young people together frequently in the home and continue to coöperate with others in the neighborhood and community in restraining and guiding the local social customs; occasional evening and theater parties are now to be expected; bring adult guests of fine manners and morals to the home and try to bring the youth into contact otherwise with inspiring personalities; such an one will sometimes shape the youth's whole purpose and conduct for a number of years.

In some cases, the religious life comes on in waves, the last and deepest crisis usually not later than 16; with such there should be eager watchfulness and redoubled application of best influences, particularly personal, to seize upon such turning-points and to help toward right decisions; with others, there is simply a deepening of conviction and principle; in general, the youth most needs the continued confidence and hopefulness of parents as antidotes to introspection and doubt and well-planned opportunities for worth-while service of others; we should lead the interests out into civic and patriotic directions; at about 18, with boys, and earlier with girls, there appears a reconstructive tendency, a return to ultimate principles, to home loyalty, a basis for mature thought and action.

FOR SPECIAL MEMORANDA BY THE MOTHER

FOR SPECIAL MEMORANDA BY THE MOTHER

SUMMARY OF THE CALENDAR

THE FIRST YEAR

The following is given by Mrs. Max West as a condensed statement of what ordinarily may be expected of a child during the first year of his life, in the way of bodily growth, physical habits, temperament and activities:

A steady gain in weight.

Bowel movements of the normal number, color, and consistency.

Absence of vomiting or regurgitation of the food.

A good appetite.

A clear skin.

Bright, wide-open eyes.

Alert, springy muscles, which respond readily to any stimulus.

A contented expression.

Very little crying.

Quiet, unbroken sleep, with eyes and mouth tightly closed.

No evidence of pain or discomfort.

A constant growth in stature and intelligence.

Other points in a normal development are:

The soft spot in the top of the head begins to close at 14 months and should be entirely closed at 2 years.

The baby learns to hold up his head, unsupported, during the fourth month.

He laughs aloud from the third to the fifth month.

He reaches for toys and holds them from the fifth to the seventh month.

At 7 or 8 months he is usually able to sit erect and hold the spine upright.

During the ninth and tenth months he makes the first attempts to bear the weight on the feet, and can usually stand with assistance at 11 or 12 months.

He begins to walk alone in the twelfth and thirteenth months and walks alone at the fifteenth or sixteenth month.

At 1 year usually a few words can be spoken, and at the end of the second year the baby makes short sentences.

Children differ in the rapidity of their development, some being slower and some faster; therefore the mother should not be unduly alarmed at variations from this statement, although marked differences should put her on guard.

The helpless and ignorant baby must first be established in regular wholesome *food* and *sleep habits*. By doing things in the same way every time and allowing no exceptions, the child soon learns what to expect and demands nothing different. Accustomed to these *physical habits* he learns, toward the close of the first year, that he must not do just what he likes but what is best for him. We must not expect more than passive *obedience* during the first year. The most important habits to inculcate are those of waiting quietly for food, going to sleep regularly, abstaining from crying and from demanding to be rocked, trotted or walked, abstaining from thumb-sucking or using the pacifier.

During the first half of the year a child is especially busy in *learning the parts of his body* and how to control them; during the second half in *locomotion*. Our training should bear these facts in mind. Up to the fifth month sense training, play and training of the movements should be very brief, with the child alone with its mother and alternated with plenty of rest. From the fifth month the child may be played with and exercised by others briefly, but for increasing periods. This training begins with the fingers, tongue and lips and extends to the hands, legs and locomotion and brings in an increasing number of objects from the outside world, first for the purpose of seeing things and then of getting to things.

The child should be allowed from about the tenth week to learn by *trial and success*, during the second half of the year also by *imitation*. Training in expression through signs, speech and pictures begins at the fifth month and continues more particularly to the close of the year.

One book which every mother who wishes to know how the mental life of her baby develops should read is Miss Shinn's "Biography of a Baby." There are many excellent books upon the physical care of little children. Griffith's "Care of the Baby" is unusually comprehensive and practical. Others are mentioned in the list of books for parents.

THE SECOND AND THIRD YEARS

During these years the child comes to his full *sense development*. These are therefore years of great importance in *sense training*. The mother must be careful to train *all* the senses. In *motor training* these are the years for the training of the large muscles. *Habit training* continues as before, particularly to develop voluntary and cheerful *obedience*.

During these years the mother enlarges the child's intelligence and power of expression by many informal means. She protects him from *fears* and encourages his legitimate *curiosity*. During the third year there are great possibilities in the training of the *imagination* through play and stories. The mother must now accustom the child to amuse himself and to develop more resourcefulness in *play*.

The *companionship* of the child during this period is chiefly with adults whom he imitates literally. He is just beginning to show his own *individuality* in self-assertion, new likings and antipathies and increasing affection.

The child's *conscience* rests entirely in the approval of adults. Worthy examples, therefore, are of greatest moral importance.

The little child has seven main needs which nobody outside his home can supply. They are:

- (1) Food for the hungry senses—sight, hearing, taste, touch, smell.
- (2) Means for legitimate exercise of muscles—in the motor development that is taking place.
- (3) Right environment and right models for imitation.
- (4) Large opportunity for free experimentation with many objects in his environment.
- (5) Large opportunity for communication and expression on the part of the child in forming the vocabulary.

- (6) Large opportunity for wholesome development of imagination.
- (7) Right beginnings in habit-formation—laying foundation of right habituation, in politeness, care of things, putting away, inhibition of crying, fussing, crossness, etc.

Major's "First Steps in Mental Growth" is the best book by which the mother may understand her child's development during these years. Fisher's "A Montessori Mother" will help mothers by showing them how they may inexpensively use the Montessori apparatus. Hillyer's "The Home Kindergarten" shows how to use kindergarten methods in the nursery.

FOURTH TO SIXTH YEAR

During these years of bodily strength and keen senses and active movements, comes the dawn of *fancy*. The child is busy with dramatic play and loves fairy stories. He is selecting from his various experiences what he may imitate and use. It is especially desirable that the mother should give the child a large stock of experiences and guide him in the use of them. This is particularly necessary because *these are the self-assertive years* and also usually the first years in school. He is therefore beginning to come under influences other than those of his home.

Obedience, which was previously limited to a few matters and which was implicit, has by this time become habitual. The process of becoming an individual child now causes an increased *independence* and this is to be encouraged for the sake of a manful future, not allowing it on the one hand to develop into misrule nor on the other into passive and unintelligent acquiescence. These are golden years for training the child in the habit of picking up things, for increasing pride, care for his own possessions, cheerfulness as well as courage, of soldierly patience in doing unpleasant tasks and under weariness, of the routine of politeness and of helping about the house, which will soon become real kindness, and of practicing religious devotion. While the child is hardly old enough to have developed a complete *unselfishness*, much can be done in teaching unselfish ways.

There are many simple and helpful books for children in the

kindergarten and primary-school years. Sully's "Studies in Childhood" is a delightful book, full of incidents in the lives of young children. Gesell's "The Normal Child and Primary Education" interprets to the mother the modern primary-school methods, Hillyer's "Child Training" shows the mother how to have a school in the home. One of the best books on home training during these years is Mrs. Chenery's "As the Twig Is Bent." The best book on both the physical and moral care of children is Dr. Kerr's "The Care and Training of Children."

SEVENTH TO NINTH YEAR

These are very trying years physically and are properly regarded as *years of transition*. Physically, the child shows little endurance and must be carefully protected from overstrain. Mentally, he is broadening, but since he feels a lack of correspondence between the ideals which he tries to work out with his fingers and the reality, he must be protected from discouragement. The era has been characterized fairly well as *the time of semi-barbaric unrest*. The safety of these three years as a stage in character development depends upon their being increasingly the time of *habit formation*. Habit, however, is now taking its place upon a higher level. Once the child did things because he was *compelled* to; now he may learn to *prefer* to do them. The same purposefulness which he shows in his play and his work he can now show in his character. This, therefore, is not only the era for duty-training, but also for *preference-training*; not only for doing good deeds but for making life standards.

There begins now a transfer from the efficacy of adult influence to an increasing interest in the ideals and *influences of other children*. Yet the child is still docile to personal authority. These are therefore years of fairly good behavior in school and a certain stolid loyalty to the good. This instinct for *loyalty* may be used by committing to the child somewhat more important household taste, such as doing chores and taking care of smaller animals, and so develop in him a sense of responsibility. Thus regularity leads to punctuality and punctuality and regularity together spell trustworthiness. Those who were little servitors in the beginning now begin to have a clannish

sense of loyalty to the household. Therefore these are especially good years for developing delicacy or reserve about private, personal or family matters. This helps later to prepare for a sense of honor. The loyalty of children has been toward those who love them; it now begins to go out to those whom they admire. It is important that we who are parents should be admirable persons.

During these trying years Dr. Woods Hutchinson's "The Child's Day" is a guide toward sensible physical protection for the child. The first volume of Mrs. Wood-Allen's "Making the Best of Our Children," Miss Harrison's "Misunderstood Children" and Mr. Abbott's "On the Training of Parents" illuminate many difficult situations. Mrs. Annie Winsor Allen's "Home, School and Vacation" and St. John's "Child Nature and Child Nurture" are simple books which interpret the development of the period. There is an abundance of books on early home occupations, such as "When Mother Lets Us Cook," "Little Folks' Handy Book" and "Little Gardens for Boys and Girls." There are several guides to story-telling, of which the following may be named: Bryant's "How to Tell Stories to Children" and "Stories to Tell to Children," Forbush's "Manual of Stories" and Maud Lindsay's "Mother Stories" and "More Mother Stories." Foster's "Story of the Bible" is old but still good.

TENTH TO TWELFTH YEAR

Johnson calls this the time of the greatest *intensity of life*. Physically, it is the era for storing up energy. The child has outgrown the period of ready fatigue, and during these years, just before the oncoming of the physical changes of adolescence, there is not only physical, but mental and moral quiescence. These are the years when we must offer the child opportunities to utilize his singularly powerful capacity for *memorizing*, when we may drill him in courtesy and patience; when we should stock him with tools and simple apparatus for building, and with pets which he must begin to care for; and when we must begin to nourish his *will* by giving him tasks that are challenging but not beyond his powers. Father and mother should encourage

both boys and girls to walk in the woods, to camp out and engage in nature study and collecting. The craze for reading which comes now should be met by showing the child how to use the public library and by making reasonable regulations as to the proper proportion of instructive books to be read. Perhaps the major prescription for this period is *the profitable employment of time.*

During these years the *gang instinct* develops and because it is not yet entirely complete and friendly, Kirkpatrick calls this the period of "competitive socialization." Play and social organizations of boys and girls should be entered into heartily by parents and carefully supervised.

Now, if not before, the parent ought to come into close contact with the schools through Thorndike's "Education." Such a book as Tarkington's "Penrod," Aldrich's "Story of a Bad Boy," Mrs. Martin's "Emmy Lou," will be helpful to any parent who wants to know what a boy or girl of this age is like. There are several volumes that are helpful for enriching the occupations of the child. Among these are Miss Bancroft's "Games for the Playground, Home, School and Vacation," a veritable encyclopedia of graded games for all ages and occasions, "The American Boy's Handy Book," and "The American Girl's Handy Book," both of which will keep young folks busy for many a month. "When Mother Lets Us Garden," "A Child's Guide to Pictures," and "Boys, Girls and Manners" cover well the subjects indicated by their titles. Parents who wish to know something of the principles as well as devices by which children may be bettered during these years should know Johnson's "Education by Plays and Games" and Hodge's "Nature Study and Life." McKeever's "Training the Boy," Forbush's "The Boy Problem in the Home" and McKeever's "Training the Girl" may be found useful upon general home training.

THIRTEENTH TO FIFTEENTH YEAR

During this period the parent has the difficult task of understanding a youngster who doesn't understand himself. It is perhaps hardly necessary to follow all the vagaries of early adolescence, because no sooner does a young person strongly de-

velop one trait than the fickleness of the period impels him to develop another. The one thing the parent needs to anticipate is that he can never prophesy what he must anticipate. The irregularities of this period are due chiefly to the rapid and uneven *physical growth*. This comes on in waves and lulls. When the youth is full of vigor he is, of course, hopeful, active and safe, but when a period of languor or reaction comes he is morose, disagreeable and subject to his own emotions and whims. As he is beginning now to develop an extraordinary *will power* accompanied by no extraordinary access of common sense and this withal beneath the disguise of a new reticence, evidently the period of "don't" is passed. The youth must be won and stimulated now by heroic interests and active ideals, albeit they are somewhat egoistic and selfish. There is now a new *sensitivity to moral influences*, especially of a personal character. In the religious realm, conversions are common. These do not seem to affect the conduct deeply, because they are largely in the realm of feeling rather than of will, but they are, if wholesome, important as serving to set before him noble and unselfish ideals and to help develop a sense of moral responsibility.

There is a book by an English writer, J. W. Slaughter, entitled "The Adolescent" which has more common sense packed into a comparatively small space than any other. Kirtley's "That Boy of Yours" and Margaret Slattery's "The Girl in Her Teens" are good books on general home training. The best books on sex education and discipline are mentioned under the topic, "Sex Training and Discipline." Coe's "Education in Religion and Morals" is a splendid book on moral and religious training, while Athearn's "Church School" is our best help on Sunday-school work and the educational organization of the church.

SIXTEEN AND BEYOND

Among the difficult and inspiring eras of youth this is often the most difficult and most inspiring. The interest of boys and girls in each other is by now often overpowering. The day-dreaming tendency often plunges the youth into a world of unreality. The sudden change in tastes makes him extremely un-

willing to persist in any one task for any length of time, while the enormous development of *the will* causes him to become stubborn and untractable. The desire for increased expenditures and constant amusement induces a strain upon the home purse and patience. It is the acme of the crime period and these are the years also of the largest number of alienations from home. On the other hand, there is growth in social sympathy and craving for self knowledge and for determining the vocation, and this is the time when statisties show the largest number of persons entering into church membership. Now is the time for the parent to develop or assume a keen interest in the interests of youth. The parent now needs to call to his assistance every person and institution in the community that can help him with his young people. No institution, however, can take the place of personal influences, and these are the years when parents are more personally needed, though less appreciated, perhaps, than in any other.

In addition to the books of McKeever, Kirtley, Slattery and others already mentioned, Cooper's "Why Go to College?" is useful for young people or for their parents and is a good book to read aloud. The parent should now consult the best available books upon vocational guidance, of which several are mentioned in the list of books for parents. Now is the time to secure for the home library the most helpful volumes of romance and poetry, attractive volumes of popular science and periodicals devoted to popular mechanics and matters of current interest.

PHYSICAL PROBLEMS

SHELTER

Things to think of in making a home for children:

USE:

- For shelter.
- For health.
- For rest.
- For comfort.
- For individual and family efficiency: in work and play.
- For home life.
- For social life, informal and formal (playmates, guests, parties).

REFERENCES:^{*}

- Syllabus of Home Economics prepared for the American Home Economics Association.
- Osborne: "The Family House."
- Daniels: "The Furnishing of the Modest Home."
- Priestman: "Home Decoration."
- Richards and Talbot: "Home Sanitation."

* Any book mentioned in the References may be secured from the publisher of this volume. Nearly all these books are described in full in the List for Parents in the later pages.

FOOD

Appetite conditions not only bodily health but wholesome mental processes. Perversions of appetite are often more moral than physical in their relations.

The normal appetite of the average child, unperverted, is, in the main, a safe guide; the child's instinct for sugar, for example. The parent may keep the appetite wholesome by regularly providing suitable food and keeping away the unaccustomed use of what is harmful.

PRINCIPLES FOR THE FEEDING OF CHILDREN

1. Mother's milk from the beginning, if possible. One out of two babies die who are fed on artificial food versus one out of thirteen fed according to nature. The mother is to keep calm in spirit, take a well balanced diet and feed her baby regularly.
2. Artificial food, when necessary, is to be prepared through scientific imitation of mother's milk.
3. There should be the gradual introduction of solid food at the eighth or tenth month.
4. The diet of young children should be exceedingly simple for several years, including no pastry, sweets nor condiments. It should be mixed and varied. This food must do two things: make the baby grow and give energy for activity in play or work. The foods that build and repair are in largest quantity milk, meats, and grains; those that give energy and heat are chiefly, starchy vegetables, sugar, fats and oils. Children from two to five need four meals a day; older ones three. Between meals, if the child is hungry, he should have plain bread and butter or bread and milk.

5. Foods needed.

The following rules are quoted from the report of a committee of the American Medical Association:

Unless a child has loose bowels he should be given from 1 to 3 tablespoonfuls of strained fruit juice once a day after he is 7 or 8 months old.

After he is 9 months old he may be given squeezed beef juice, beef tea, or plain mutton or chicken broth once a day.

When he is 10 months old he may have part of a soft egg, a small piece of crisp toast or zwieback, or a crust of bread to chew immediately after his feeding.

Other solid foods should not be given during the first year.

At 12 months he may take his milk undiluted and strained cereal may be given twice a day.

During the second year the child should have four meals a day. Hours: 6 A. M., 10 A. M., 2 P. M., 6 P. M. Nothing but water should be allowed between his meals.

At 12 months the baby should be weaned from the bottle and taught to drink milk from a cup. He may then have cereals twice a day, which should be thoroughly cooked, and for the first two or three months they should be strained. He should have 4 cups of milk daily.

When 15 months old he may have at first a teaspoonful, later 1 tablespoonful of rare scraped beef, mutton, or chicken.

When 18 months old he may have one-half of a mealy baked potato daily.

When 2 years old he may have most of the fresh green vegetables when thoroughly cooked and finely mashed.

The juice of fresh fruits may be given after 12 months.

Cooked fruit, such as baked apple or apple sauce, should be given once a day after a child is 18 months old; it should at first be strained.

Stale raw fruits are especially dangerous in the city and in the summer.

Begin with a very small quantity of each new food, noting carefully the effect on the baby, and strengthening it slowly as required. For instance, begin by giving 1 teaspoonful of fruit juice, diluted with an equal quantity of water, and increase gradually until the proper amount for the given age is reached.

Only one new article should be added to the baby's diet at a time and the effect on the baby should be carefully noted. Meat should be boiled, roasted, or broiled for the baby and must be cut in fine pieces, as the baby will not chew it sufficiently at this age.

Never give the baby cakes, candy, doughnuts, pastry, fresh breads, griddlecakes, sirups or molasses, pork or tough meat of any kind, bananas or any overripe fruit, pickles, tea, coffee, soda water, wine, cider, beer, nor tastes of the family meals.

The following suggestions are taken, by permission, from "Food" by Edith Greer, published by Ginn & Co.

Before 9 months	Milk. At nine months—Milk, gruel (cereal), gelatin; water between meals.
1 yr.	Milk, gruel (cereal), broth (chicken or mutton).
1½ yrs.	Add butter and ripe peach (skinned).
1¼ to 1½ yrs.	Add potato (baked), orange juice.
1½ to 2 yrs.	Add egg (soft).
2½ yrs.	Increase variety of similar foods (note below foods excluded).
2½ to 3½ yrs.	Add digestible, young, fresh vegetables, as peas, beans, squash, and, every 2 or 3 days, meat (as chicken, mutton, chop, beefsteak, roast).
3½ to 5 yrs.	Eggs and meat on alternate days. Light dessert, as custard, tapioca, gelatin.
5 to 7 yrs.	Greater variety, but observe exclusions stated below.
7 to 11 yrs.	All foods permitted earlier, but more substantial diet. Few foods at a meal, but great variety in meals so as to form taste for all wholesome foods.
11 to 14 yrs.	Girls' and boys' food-needs begin to differ. Girls need 1-6 less food. Girls prefer more delicate and less highly-flavored foods. Girls tend to under-eat. Boys often over-eat meat. Diet should not be too largely animal food, though more is needed now.
14 to 16 yrs.	Food-needs of both girls and boys approach those of adult-life. Late eating at this age and stimulating foods and drinks will ruin the constitution. Regulation of life-processes now gives tone to the body, strength, and control for maturity.

Diet-Exclusions During Childhood.

Omit until after second teeth:

Fat, except cream, butter, oil (as prescribed); other fats are less digestible (butter fat promotes growth).

Acid foods (tomatoes, vinegar, pickled foods), acids remove from the body salts which promote bone-growth.

Woody-fiber vegetables, as cucumbers, radishes, celery (raw); carrots are permitted if digested.

Fresh, warm breads. Preserved fruits of all kinds. Bread not easily crumbed is not reached by the digestive juices.

Omit throughout Childhood:

Pies, pastry of all kinds, rich cake, rich nuts, gravies, dressings, and heavy foods.

Sugar is needed but not in excess; candy (only simple and home-made).

Coffee, tea, and all beverages except water, milk, cocoa. Coffee and tea stimulate but do not nourish; tea is constipating, so holds toxins of waste products in the body.

6. *Suggestions for Children's Dietaries.* The following are summarized from Rose's "The Feeding of Young Children" issued by Columbia University:

a. The cultivation of a rational appetite is part of the training of a child.

b. Children should be fed regularly and not too often. The stomach should have a chance to rest.

c. Children from two to five years of age need four meals a day, older ones three, at fixed hours.

d. Milk is the best food for children of all ages, either as such or cooked into cereals, vegetables, soup, junket, custard, and simple puddings.

e. Well-cooked cereal should be served every day, but without sugar, syrup, or butter. Use cereals that are made from whole grains.

f. Use eggs freely, soft-cooked and not fried, and in simple cooked dishes.

g. "Children cannot thrive without fruit." Give only ripe fresh fruit in perfect condition, or that which is stewed or baked.

h. Fresh vegetables should be a part of the diet, as these are

rich in the needed mineral elements. A great variety of well-cooked vegetables may be served.

j. In general, provide a plain fare of which bread and butter, cereals and milk should form a generous part.

k. Do not give meat to children under eight years of age when milk and eggs are available. When meat is allowed, it should be fairly free from fat.

l. For desserts provide simple puddings such as junket, rice, tapioca, or other cereal puddings. Do not allow candy, except a small piece at meal time.

m. Cultivate the habit in the child of drinking a liberal amount of water.

7. *Laxative Foods:* Apples, dates, figs, prunes, ripe peaches, berries, oranges and grape juice.

8. *Suitable Drinks* for the child are:

Water

Milk

Cocoa (usually).

Unsuitable Drinks for children are:

Coffee

Tea

Alcohol

Patent medicines

Soda water (except from sanitary sources).

REFERENCES:

Jordan: "The Principles of Nutrition."

Griffith: "The Care and Feeding of Children."

Greer: "Food."

Farmer: "Boston Cooking School Cook Book."

CLOTHING

The chief requirements of an infant's dress are looseness, softness, warmth and simplicity. Swaddling clothes are therefore not recommended. Binders should not be too tight nor skirts too long. The clothing should not only be soft in surface but soft in texture. Evenness of protection is particularly essential. Thin sleeves and bare legs cannot be too strongly condemned. Loose garments are warmer than tight ones. Cotton mixed with wool are more comfortable to the small child than all wool.

Here is a list of the things every new baby needs:

- 3 flannel binders ($\frac{1}{2}$ yard of 27-inch flannel).
- 3 shirts, wool or part wool.
- 2 flannel petticoats.
- 2 flannel or knitted sacques.
- 2 pairs worsted socks.
- 2 dozen small size diapers.
- 1 dozen large size diapers.
- 4 slips of white muslin.
- 1 cloak.
- 1 warm cap.
- 1 pair mittens.
- 1 veil.
- 2 blankets.
- 1 box talcum powder.
- 2 dozen (large and small) safety pins.
- 2 bath towels.
- 2 plain towels.
- 1 box boric acid powder.
- 1 cake castile soap.

Later :

- 3 pairs woolen stockings.
- 3 knitted bands with shoulder straps.
- More diapers.

The binder is made of soft flannel 4 inches wide and long enough to go around once and half way again. It should not be drawn tight. When three months old he may have, in place of the flannel band, a knitted band (with shoulder straps).

The baby should have a flannel petticoat put on over the shirt and then a plain cotton slip or dress.

When the baby goes out in cold weather, he should wear a warm woolen cap and a coat long enough to turn up at the bottom and button, making a bag. This keeps his legs warm. If it is very cold, a sacque or sweater can be put on first. When the baby is in the baby carriage he should be covered with a blanket.

At night take everything off and put on a fresh binder, diaper, shirt and night slip. The night slip should be longer than the day dress and very roomy. In winter, flannel or cotton stockinet is good pulled together to form a bag by a tape at the bottom. The clothing given is for winter use; in the summer time the flannel petticoats should be left off and the undershirt should be made of cotton and the cap of cambric.

At six months, the time for shortening the clothes has come. The number and material of the garments should remain nearly the same. With the shortening of the skirts must come better protection for the legs. Cotton stockings and drawers with separate legs are recommended. The first shoes should be moccasins. The knitted sacks are still necessary.

At two years of age, long merino drawers in winter and muslin drawers in summer take the place of other protection to the lower part of the body. Loose waists fitted with stocking supporters are desirable for the little creeper. Overalls and rompers are excellent for boys and girls. Night drawers with closed feet are desirable instead of night gowns. Pajamas come later. Caps are better than hats up to two years of age; after that hats in summer and caps in winter. The soles of the shoes gradually grow thicker, with a slight spring but no heels, until about ten. Leather leggings, rubber overshoes and rubber boots are good.

Gradually the garments change to those similar to the kinds worn by adults. The girl should dress loosely well into adolescence, the corset waist being preferred to the corset. The neces-

sity of keeping the lower extremities warm cannot be emphasized too much. The tendency is increasingly toward the use of the same textures and thicknesses of underclothing for all seasons, in the case of children of normal health and activity.

In a girls' school recently, where over-dressing had become a conspicuous habit, the pupils were asked to study and to decide upon what was suitable clothing for a school girl. These were their conclusions:

"First, a neat, simple hat in which the trimming follows the contour of the hat and the shape and color are becoming to the wearer;

Second, her hair neatly and simply arranged in a manner that is best suited to the outline of her face;

Third, a clean, laundered blouse or a blouse of good cut, forming part of a one-piece dress;

Fourth, a modest, well-cut skirt that does not distort or caricature the form, of a color and a material suitable for much wear;

Fifth, clean, whole stockings and underwear;

Sixth, well-fitting shoes with low heels."

The following are some of the more common faults in children's clothing:

1. Constriction at the waist or abdomen.
2. Constriction or bundling up of the neck.
3. Constriction of the feet by tight shoes.
4. Insufficient clothing of the limbs.
5. Over dressing.
6. Lack of regulation of the clothing for varying conditions of weather and of exercise.

REFERENCES:

Hitching and Lutes: "Baby Clothing."

Banner: "Household Sewing, with Home Dressmaking."

REST AND SLEEP

The body can do better without food than without rest. During sleep, practically every organ of the body rests. The needs of children concerning sleep differ. Most children suffer from too little sleep. The following general suggestions are largely condensed from Kerr and should be helpful.

1. There should have been enough exercise to cause slight fatigue before sleep.
2. There should be no undue excitement before the hour for sleep.
3. The room should be at least partly dark and perfectly quiet.
4. The air of the sleeping room must be fresh and cool. The mother must not be afraid of "night air." "Night air is all the air there is at night." Air is food, and to get his fair supply the child's clothes must be left free, and he must be trained to breathe through his nose.
5. The clothing must be sufficiently warm but not too heavy.
6. Children should not be allowed to lie in bed when they are not sleeping. Those who wake early should rise early or have the mind well occupied.
7. After waking and before breakfast there should be no exhausting effort.
8. Since sleep is most profound during the first hours, protection of the child from disturbances should then be most carefully seen to.
9. Restless sleep may have the following causes:
 - Enlarged tonsils or adenoids.
 - Overstrain and an excited nervous condition.
 - Insufficient food or too hearty fun before sleeping.
 - A hot room or poor ventilation.
 - Impoverished blood.
 - Night terrors.

The mother must especially plan for the following opportunities for the children:

.Good sleeping conditions as to fresh air, darkness, comfortable bed, quiet surroundings.

Rest periods at noon if possible.

Rest immediately after meals.

Rest by change of occupation.

Rest after special excitement, play or work.

Wholesome rest on Sunday.

A thoroughly restful vacation.

REFERENCES:

Richards: "The Art of Right Living."

Call: "Power Through Repose."

CLEANLINESS

The baby needs a bath every day. The best time is about 10 o'clock, that is, one hour after the 9 o'clock feeding. The room should be warm, everything should be ready, and good speed made. The child must not be chilled. Have about 3 inches of warm water in the tub. If the water feels warm for your elbow it is right for the baby. Clean cheese-cloth makes the best wash-rag. Use a different piece for his face and get fresh cheese cloth often. It is easier to keep clean than a sponge. Wash his face first without soap and dry it. Use castile soap. It is pure and will not make the baby sore if well washed off. Soap him all over except his head, and rinse him in the tub. *Don't leave the baby alone* while in the tub. He might roll over in the water and drown. With a clean piece of absorbent cotton, squeeze some boric acid solution (a teaspoonful of boric acid to a tumblerful of water) in his eyes.

The natal cleft should be carefully cleansed whenever the bowels move and also when the bladder is emptied. This cleansing should be done with soft cheesecloth, warm water and a little soap. Then dry. A baby's skin should always be dried very gently but thoroughly, not by rubbing, but by soft pressure and repeated patting, and then by applying some simple powder, such as boric acid, to all the folds and clefts. There is no surer sign of a good mother than the perfect condition of these parts. It is a sad disgrace to see these parts red and sore.

Toward the end of the second year a robust baby may be given a cool sponge, but he should never be frightened or chilled in administering this wholesome treatment. He should be gradually accustomed to it by being allowed to stand in his tub at the end of his daily bath with his feet in the warm water, while a sponge of cooler water is squeezed over the throat and chest. The water may be made colder by degrees until he is taking it quite cool and enjoying it. He must be rubbed quickly and

thoroughly at once until the skin is red and glowing. If this reaction does not come or if the child shows any appearance of chill or has cold hands and feet two or three hours after the bath the treatment must not be repeated. Provided the glow always comes, a quick cool sponge douche or shower at the end of the bath is one of the best tonics that can be found and induces an excellent habit for after life.

Cleanliness involves not only the superficial cleanliness which is agreeable to children but their persistent bathing of all parts of the body. By the time the child has reached the age of four the bathing may consist of cool sponging every morning with water at a temperature of 75 to 80 degrees, though Griffith advises that it is safer to continue the tub-bathing with water of 80 to 85 degrees. Prolonged soaking in hot water is to be condemned. During later childhood the temperature of the bath may be reduced to 75 to 80 degrees. At no time of life should bathing be done soon after a meal nor immediately before going out doors.

Children ought to enjoy a daily cold splash or plunge by the time they are of school age, and should continue the warm bath, for cleanliness, at least twice a week through life. The use of the toothbrush may be made part of an early play, and the fastidious care of the clothing may be inculcated so young as to become a life habit. The most fundamental difference in humanity appears to be between those who like to keep clean and those who do not. This distinction is set up in early childhood.

Children should be taught very early that it is not safe to use a handkerchief that has been used by some one else, and for similar reasons the use of individual towels and wash cloths should be insisted upon.

REFERENCES:

Richards: "The Cost of Cleanliness."

Hutchinson: "The Handbook of Health."

HYGIENE AND CARE

The mother who wishes to consider all that constitutes the proper care of her child may be helped by the following summary. Several of these topics are discussed elsewhere.

The physical care of children involves the following elements:

- Nutrition (see "Food").
- Drink (see "Food").
- Clothing (see "Clothing").
- Fresh Air (see "Rest and Sleep").
- Sunlight.
- Bathing (see "Cleanliness").
- Sleep (see "Rest and Sleep").
- Exercise and Posture.
- Care of the Special Organs.
- Protection against Danger.
- Protection against Over-Exertion.
- Regular Physical Habits.
- Sex Hygiene (see "Sex Training and Discipline").

EXERCISE

Well planned exercise should develop the child's larger muscles and later his finer muscles, stimulate circulation and appetite and enlarge the lung capacity as the child breathes faster and deeper. See also "Play."

POSTURE

Watchfulness of the child's posture will not only improve his appearance but will prevent one-sidedness and interference with breathing and successful exercise. The mother must be especially watchful as to the child's posture when sitting, standing, bending over and see that the child avoids carrying one side higher than the other, folding his arms, slouching in his chair and round shoulders.

CARE OF THE SPECIAL ORGANS

The Eyes.—1. Objects should never be held before the baby's face nearer than twelve inches.

2. The time that a little child is permitted to gaze at a bright object should be very short and his eyes should be kept from the direct glare of the sun.

3. The young child should not be allowed to use his eyes to see things at close range or at the same focus for a great length of time.

4. Lighting: sunlight in living rooms and nursery; sunlight on outdoor play space; right diffusion and direction of light for play, reading and conversation; relation of source of light to ventilation. (During the day the child should live so far as possible in the sunlight. In the evening the lights of the room should be so arranged not to fall into his eyes and should be sufficient and so adjusted as to be comfortable for reading.)

5. Young children should not be permitted to attend moving picture shows and older children should go only occasionally and should be instructed to sit as far back in the room as possible.

6. The child should never be allowed to rub his eyes and should receive immediate attention if there is anything abnormal or anything that is not clearly understood.

The Mouth.—A healthy baby's mouth needs no cleaning before the teeth come. The saliva is a sterilizing fluid, intended to keep the mouth healthy, and it is possible to injure the delicate tissues by attempting to clean them with a cloth. If the mouth must be washed, a swab made by twisting a piece of sterile absorbent cotton on the end of a clean stick should be used. Dip this in warm boiled water and wipe the gums very carefully. Never put a finger inside the baby's mouth unless in an emergency.

1. No child should be allowed a pacifier nor comforter nor anything that shall change the shape of the jaws or deform the teeth.

2. The child should be taught at an early opportunity to thoroughly clean the teeth every time anything has been eaten and also on rising in the morning and before going to bed at night.

3. The child should be taught not to use the teeth as nut-crackers.

4. The child's teeth should be exercised with the right kind of foods.

Ears.—Wash the external ear with a soft rag, but never attempt to introduce any hard instrument inside the ear to clean it. Always dry the ears and creases back of them very carefully.

The Nose.—The baby's nose should be cleaned as a part of the daily toilet. Breathing through the nose is one of the most important physical habits and should be established at any cost at a very early period. If the child cannot be taught to breathe through his nose, he should be given expert examination.

Genital Organs.—These organs in both sexes should be kept scrupulously clean, with as little handling as possible. Boys should be examined to see whether or not circumcision is needed. The foreskin should frequently be drawn back at bathing time and the organ cleansed. If the mother finds it difficult to retract it, she should not attempt to do this alone, but should ask the doctor to show her how. Perfect cleanliness is the principal treatment required in girl babies. If nervous symptoms appear the baby should be examined by a physician. Any swelling or redness of the parts or a discharge, however slight, should be brought at once to the doctor's attention.

REGULAR PHYSICAL HABITS

For the comfort of both mother and child it is desirable to set up regular habits of emptying the bowels and kidneys. It is a good plan to secure, as soon as possible, that the stool be passed after the feeding and before the bath. By supporting the baby a few minutes in a comfortable position over a small vessel suitable for it regularly every day at the same hour, the regularity of the stool may be established by the time the baby is a few weeks old. For the first week after birth there are two or three movements a day; after the first month, usually two movements a day, and later on, one every day.

It requires great patience and persistence on the mother's part to teach the baby to control the bladder. Some babies may be taught to do this during the day by the end of the first year,

but it is ordinarily not until some time during the second year that this is accomplished. It is necessary to put the baby on the chamber at frequent intervals during the day. Bed wetting may be due to some physical weakness if it persists in children 3 years old and over. In ordinary cases, it may suffice if no liquid food is given in the late afternoon and if the baby is taken up the last thing before the mother retires.

REFERENCES:

- Hutchinson: "The Child's Day."
- Campbell: "Practical Motherhood."
- Hutchinson: "We and Our Children."
- Holmes: "The Conservation of the Child."
- Griffith: "Care of the Baby."
- Slemons: "The Prospective Mother."
- Galbraith: "Four Epochs of Woman's Life."
- MacDonald: "Home Nursing."

SEX TRAINING AND DISCIPLINE

SEX DEVELOPMENT

The sex development of the child is somewhat as follows:

1. The sex instinct is quiescent before puberty.
2. The young child accepts father and mother and family relations as a matter of course.
3. Curiosity as to the origin of life is aroused partly by the general interest in causation and specifically by the arrival of a new baby, the talk of a playmate, etc.
4. The sex instinct develops in a girl at least two years before it does in a boy, which is parallel to the general earlier maturing of the girl.
5. The maturing of the sex functions is accompanied by perturbed mental and physical conditions; such as greatly heightened sensitiveness, self consciousness, consciousness of the other sex, new temptations, shame, modesty, doubts, exaltation, etc.
6. The sexual development of the girl is more prolonged and gentle than that of the boy. The development of the boy is sudden and, to a degree, overpowering.

The origins of sex perversions are in general as follows:

1. Sensitiveness of the nerve-ends leading toward improper personal habits.
2. Unsatisfied questioning as to the origin of life.
3. A natural love for odd and obscene words, investigations and stories.
4. Strong temptation through impressions and experiences.
5. The normal sex stress of adolescence.
6. Adventuresomeness and the desire for experiment.

Some protections against sex perversions:

1. Natural shyness as an antidote to sex desire.
2. Modesty and shame.
3. Proper instruction.
4. Deflection through corrective activity.

5. Religious feeling.
6. Sense of chivalry.

SEX INSTRUCTION AND DISCIPLINE

Sex instruction is not given in the best way by books nor by physicians nor by teachers nor by clergymen nor by lecturers. It is best given in the home, to girls by their mothers, to younger boys by their mothers, and to older boys by their fathers.

The needs of the child are different at different periods. These periods are indicated as follows:

First: 0-8, the primary school years, the age of mythology.

Second: 9-14, the grammar school years, the age of chivalry.

Third: 15-19, the high school years, the age of civic awakening. (Wile.)

The specific needs of each of these periods are as follows:

1. Emphasis upon habits of cleanliness, physical and moral, and instruction concerning the personal toilet; instruction upon entering school as needed concerning the origin and renewal of life, and in response to questions as to the specific functions of motherhood and fatherhood.

2. Protection against wrong personal habits through wholesome activity and watchfulness; instruction as to the physical sex development that comes during this period; continued and more specific instruction as to the origin and renewal of life; explanation of the misery of the social diseases and the effect of thoughts upon personal morality; tactfulness and sympathy in connection with the appearance of first love.

3. Strong emphasis upon positive motive-power which may protect against personal uncleanness and immorality; instruction concerning the social diseases and the social problem; the exaltation of eugenics and the home ideal.

REFERENCES:

Lowry: "Truths."

Hall: "Developing into Manhood."

Howard: "Confidential Talks with Boys."

Hall: "The Strength of Ten."

Monkhouse: "A Plea for the Coming Generation."

Smart: "What a Mother Should Tell Her Little Girl."

Lowry: "Confidences."

Smart: "What a Mother Should Tell Her Daughter."

Smith: "The Three Gifts of Life."

Wile: "Sex Education."

Moll: "The Sexual Life of the Child."

SENSE TRAINING

Literally, we do not train the senses; we train the attention and thus open the windows of the child's life.

Why we should train the child to observe:

1. Through the senses the child gets all his knowledge of the external world.
2. Training in observation makes richer knowledge possible, leads to expectancy, wide-awareness and persistence.
3. In many special vocations the trained observation is absolutely necessary.

How we may train the child to observe:

1. Be sure that the sense organs are in normal condition.
2. Begin very early in presenting sense experiences to the baby.
3. Provide the home with a variety of sense apparatus, particularly home made.
4. Use sensory methods wherever possible; use objects instead of reading or telling about them.
5. Exercise all the senses.
6. Appreciate the moral value of sense training. It gives liberation and leisure for strong, joyous living.
7. Remember to train positively toward habits of perceiving and enjoying what is worth while. Train the likings rather than the aversions.

Special senses.—The sense of touch is the earliest means of education and is of the earliest importance in the child's development. It begins with the instinct to bring the nerve-ends together, such as the lips and tongue, the lips and fingers, fingers, mouth and toes, etc. Then comes the desire to grasp and feel every object within reach. Gradually there develops a recognition of form, solidarity and surface. The mother must accompany these instincts by every possible apparatus which shall give the child opportunity to have touch experiences.

- The sense of *sight* has the greatest importance in the develop-

ment of the child's interests and early education. The mother must not only be sure of the hygiene and care of the eyes, protection from extremes of light, etc., but must bring to the child objects which glitter, then those which have various forms, colors, lights and shades, and those which are at different distances and directions.

The sense of *hearing* very early develops, in response to rhythm, tone, lightness and softness, etc., and the mother may do very much even in the first months of the child's life to deepen his appreciation of various musical experiences.

The sense of *smell*, which is of greatest importance to animals and to early man, is now largely disused. It is still of importance, however, in the detection of bad food, gases and impurities, and of great possibility in the enjoyment of flower odors, perfumes, etc.

Each sense should be developed that the child's experience in it may be quickened.

REFERENCES:

- Fisher: "A Montessori Mother."
- Stevens: "A Guide to the Montessori Method."
- Kirkpatrick: "The Montessori System Examined."
- Smith: "The Home-Made Kindergarten."
- Newman: "The Kindergarten in the Home."
- Johnston: "Home Occupations for Boys and Girls."
- Gesell: "The Normal Child and Primary Education."

MOTOR TRAINING

Even before birth and for years after, the child engages in many involuntary motions. In the normal person of adult years the majority of motions are voluntary and controlled. The purpose of development after birth is that the muscles, nerves and sense organs get linked up together so that they work harmoniously.

The order of development of the muscles is as follows:

- Body.
- Shoulder.
- Arm.
- Forearm.
- Hand.

As these different muscles come into effective power there is a so-called "nascent period," a golden age for their training and development. This period is almost paralleled by a natural interest in activities which would call forth those very muscles. There is therefore a particularly good time for every art; such as, learning to write, manual training, piano practice and the use of tools.

Principles of motor training:

1. "All thought is motor." Every idea has an appropriate act.
2. Motor training should receive equal attention with intellectual training.
3. Expression through the muscles affords an accompanying impression through training.
4. The will is cultivated through motor culture.

Suggestions:

1. The child who does not have muscular control appropriate to his years may be mentally defective, but he is more likely to be a child who suffers from lack of sleep or nourishment.
2. To force a child to sit still or to live without muscular activity for any length of time is cruel.

3. Every child should have real experiences of work and the properties of things. These experiences may come in the following order:

- a. By planning opportunities of free muscular expression in the home.
- b. By manual training in the school in which the child shall work out his own ideas rather than from models, making things he wants, particularly large work, and working conjointly with others and with appropriate recognitions and praise from the teacher.
- c. By coöperating in school.
- d. By games.
- e. By correctness in walking, posture, music practice, etc.

REFERENCES:

Dopp: "The Place of Industries in Elementary Education."
Hall: "Youth" (pp. 29-52).
Munroe: "New Demands in Education" (pp. 237-270).
O'Shea: "Dynamic Factors in Education" (pp. 54-80).
Sargent: "Fine and Industrial Arts in Elementary Schools."

HABIT-FORMING

Habits are of three classes:

1. Race-habits, what has been done by the race so long that it belongs to all; race-habits are called instincts; example, swallowing.
2. The automatic habits, things that are already made easy by racial practice and that help us meet constant needs; example, walking.
3. The higher habits, things that are not so easily learned, but which will help us meet new needs; example, typewriting.

The race-habits appear in infancy; all the automatic habits should be learned during infancy and childhood; the higher habits are optional; they are learned while learning the lower ones.

The value of habits:

They enable us to take advantage of an expensively acquired race experience at small cost.

They give us the easiest ways of doing things.

They provide us with the best ways of getting along with others.

They leave the mind and attention free for more important matters.

They may be so extended as to create moral traditions which are hard to disavow.

The limitations of habits:

To a degree they limit complete freedom and originality.

If they are bad habits, their enchainment is unfortunate.

Essentials to forming a habit in a child:

1. Analyze the habit; get a clear idea of what it is; the movements necessary to it, etc.; its appeal to the child's instinct or enjoyment, and how you can relate it to these, and whether it is within the child's reach or need at just his present age.

2. Give the child the idea clearly.

3. Start with a strong initiative of enthusiasm, by suggestion, love, pride, etc.
4. Give plenty of practice and prevent exceptions.
5. Keep the child from temptation to fail.
6. Alternate by practice in some new but similar habit, for the sake of fresh interest.
7. Use encouraging devices, such as pleasant and humorous stories, appropriate rewards (a new picture book for clean hands), praise, records of achievement, etc.

How to cure bad habits:

1. Ignore them if (as in the case of naughty words) they seem to be unconscious.
2. Plant good deeds in their place (attractive good words instead of the other).
3. Stamp the bad habit distinctly, so the child will know how it looks and, if possible, what it is like and leads to.
4. Use appropriate deterrent methods as a last resort (such as soapy water for profanity).
5. Increase the better motives.

Practical methods of controlling the common physical habits are discussed under specific questions in the Answers in the next section of the book.

How to develop the higher habits:

That which is steadily used is to be drilled until it becomes automatic and is out of the way of attention. That which is subject to change and which though not constantly used is of greatest importance, such as the habit of reverence, is not entirely subject to drill and ought not to be. For instance, we would drill a child to assume automatically a reverent posture in church, but we would wish as he grows older that his attention shall be alert for fresh thoughts there that shall invigorate reverence still more. The lower habit exists for itself; the higher, as foundation upon which to build the highest.

Such special habits as control and care of the bowels and kidneys, cleanliness, dressing and undressing, neatness, bodily postures, habits of eating, orderliness and care in dealing with personal possessions, punctuality, obedience, diligence, presence of

mind and self command are all treated under appropriate headings elsewhere.

REFERENCES:

Sheldon: "Lessons in the Study of Habits."
Sisson: "The Essentials of Character."
Kerr: "The Care and Training of Children" (pp. 214-225).
Mumford: "The Dawn of Character" (pp. 54-83).

MENTAL PROBLEMS

IMITATION

"All thought is motor," which means not only that whatever the child thinks he tends to express in acts, but also that what he sees he tends to express in imitative acts.

Imitation is of three sorts:

1. Non-purposive, the impulse of the young child to do without thinking whatever he sees.
2. Purposive, beginning at about the third year with direct imitation of the acts of adults. This later involves imitation of their ideas rather than their literal acts, and when this imitation of ideas passes into playful and original directions, it is known as the dramatic instinct. "The child cannot live life, so he plays it."
3. Group imitation, the impulse of the crowd to do what other individuals or groups have done.

Suggestions:

1. Give the child always a good model to imitate.
2. Give him varied experiences so that he may imitate for different purposes and in various ways.
3. Deliberately teach the child through imitation: good manners, correct speech, the technic of articulation and literary composition, the social graces and elements of good character so far as they may be expressed through correct habits.
4. In general, let the child learn the technic of art through imitation. If he has only talent he will at least work correctly; if he has genius he will use technic to perfect the expression of his genius.
5. The kind of suggestions most helpful are these:
Those that show good models.
Those that involve companionship in endeavor.

LANGUAGE

I. LEARNING TO TALK

First come the cry of hunger, the cry of pain or discomfort, then of fear or anger. Earliest vocal expressions are: lalling, cooing, vowel and later, consonant sounds, and, by the end of the first year, imitation of sounds made by others and a few words.

While learning to talk, gesture-language is freely used.

During the second year imitation continues, many names of things are learned, and gradually pronouns, verbs and adjectives are added, until by the end of this year quite complete sentences are formed. Average number of words now, 200–500. Vocabulary on entering school, from 500 to 900 words. On leaving school, 10,000–15,000.

Stammering involves the mutilating of individual sounds; stuttering brings out each sound correctly but repeats the sounds convulsively. The stutterer shows embarrassment under observation; the stammerer speaks better than.

What can I do to cure my child of stammering?

If the case is, as is usual with small children, simply the beginning of a bad habit, caused by some slight physical or mental disorder, the following suggestions from Hillyer's "Child Training" may be helpful:

1. Remove the child from the companionship of any one who stutters or stammers; the habit is contagious and oftentimes merely the result of imitation.
2. Do not scold, punish nor ridicule the stammerer.
3. Tell him he must always stop and take a deep breath before he starts to speak and always when he starts to stammer and at short intervals while speaking, so that he may always speak with the chest well filled.
4. When he starts to stammer, simply say, "Wait!" until he forms the habit of stopping instantly himself.

5. Drill the child in repeating the vowel sounds by themselves, and in combination with consonants. Thus, have him say, "a, a, a, ba, ba, ba, ea, ea, ea, da, da, da," etc., and "e, e, e, be, be, be, ce, ce, ce," and so on, for two or three minutes on rising, before retiring, and before meals.

6. Note the particular sounds or combination of sounds with which he has difficulty and practice him in saying such combination a given number of times as a daily or more frequent exercise.

The child is best helped to speak correctly and pleasantly:

1. By having a clear expressive voice to imitate.
2. By deep and slow breathing.
3. By the freest possible attitude.
4. By having correct articulation and pronunciation to imitate.
5. By careful exercise in breathing, articulation and clearness.

Special points to remember:

1. Expression follows, not precedes, experience. The child who talks well is the one whose experience gives him something to say.
2. At times encourage exact speech, at other times fluent speech; the latter for present joy in self-expression, the former for future use in making one's self well understood.
3. Rules, of grammar or any other sort, do not help a young child much in exactness.
4. "Penmanship," says Earl Barnes, "is not language; it should be treated as part of manual training."

II. THE USE OF THE MOTHER TONGUE

Some of the *interesting early developments* in oral speech commonly are:

Love of word-sounds and interest in words for their own sake.

Sense of the mysterious and powerful in words.

Awe of certain words, belief in word-charms, etc.

Love of nonsense rhymes.

Craze for slang, profanity, unusual words.

Interest in creating a secret language.

Notice the slow growth of the sentence-sense, and of ability to use or understand figurative speech.

Training in oral language is largely a home problem. *Suggestions:* let the child listen to worth-while conversation at table and in the house; do not let the child be always repressed, though arrange tactfully that he shall not monopolize conversation whether guests are present or not; draw out the child's experiences in the best words he can use both privately and when with others, not being over-critical, but occasionally giving him the right instead of the wrong word or expression and seeing that later he rehearses and uses it. Use the family conversation as drill in quick wit, choice of words, clean speech, etc. Train by telling and reading stories and encouraging the child to re-tell them.

Training in written language rests largely with the school, yet the home may help. Encourage spontaneous attempts at writing and illustrating nonsense rhymes, poems, stories, play, copying selections that are liked. Encourage diaries, letter-writing, spelling exercises, records of observation, etc., all in due moderation and not to the point of fatigue or boredom. Learn and support the school methods of penmanship, and provide the child clean paper, suitable writing materials, attractive note-books, etc.

III. LEARNING MODERN LANGUAGES

There is strong support for the view that a spoken knowledge of an additional language obtained through constant contact with a native teacher comes with extraordinary readiness to a young child, that reading knowledge should follow, and that grammar-knowledge should not be taught before the tenth or eleventh year. The mother is fortunate who, either herself or through a nurse or governess, can help the child to such power. It is a waste of energy to acquire any of these forms of language-possession and then lose them through disuse.

REFERENCES:

Tracy: "The Psychology of Childhood," V.

Bluemel: "Stammering and Cognate Defects of Speech."

Hall: "Educational Problems," NV.

O'Shea: "Linguistic Development and Education."

Sully: "Studies of Childhood."

Major: "First Steps in Mental Growth."

READING

Foundations Involved in the Reading Process:

1. The essential thing in connection with the visual appearance of words is their sound.
2. Special drill, since our language is not perfectly phonetic.
3. Practice in reading, reading aloud and reading to one's self, the latter being of the greater importance in order to enable the child to enjoy reading rapidly.
4. Training. The child as he grows older should read by lines and paragraphs.
5. Care as to mechanical effects, suitable size of type, proper width of page, etc.

Suggestions about Teaching the Child to Read:

1. Let him make his own books rather than use printed ones; that is, start with his ideas and then let him hunt up pictures that will express them.
2. Use consecutive rather than isolated samples.
3. Emphasize thoughtfulness in reading so that he may master what he reads.
4. Remember always these two aims in reading: the child should read for delight; this is part of his play. The child should read for mastery; this is his work.

Children's interests in reading seem to be as follows, in their order:

1. Pictures and poems in broad and simple outline.
2. Poems and ballads, rhythmical and full of action, also fairy stories, fables and stories of animals.
3. Wonder tales and also stories of everyday child life.
4. Heroes, mythological and historical.
5. Stories of adventure, peril and suffering. So far, the child is hardly likely to read for the study of character and of right. The child reads for action and for personality. In childhood,

reading offers ideals; in adulthood it gives refreshing food for rumination and corroboration of personal thought and experience.

6. Romance. Girls read romances a year or two before boys.
7. Young people read vocational books and books connected with their occupations and purposes.
8. Children like to be read to up to about the age of ten. From that time on there is frequently a "reading fever" for at least the next two or three years.

REFERENCES:

Huey: "Principles and Methods of Teaching Reading."
Olcott: "Children's Reading."

MEMORY

The development of memory in the individual:

1. The child, up to 2: memory in spots; involuntary recall of touch experiences, recognition of faces, etc.
2. The child, 2 to 6: involuntary recall and voluntary endeavors to recall, both stimulated by association. Memories much mixed with imagination.
3. The child, 6 to 13: permanent memory images carried through life and subject to recall; years of sensitiveness to visual and auditory memories and of greatest verbal memory.
4. The youth, 13 to maturity: slowing up of visual and auditory memories, followed by increase until 16 or 17. Years of growing rational memory.

Individuals differ in their types of memory, whether predominantly visual, auditory, memory for names, etc., also in extent of memory. The natural retentive power cannot be much increased by training. There is little relation between the development of the memory and general intelligence.

We cannot forecast that any given fact or experience can be so manipulated by us that the child will certainly remember it, but what we know of the laws of memory makes possible the following

Suggestions:

1. Good physical condition, especially of rest, immensely increases the power of recollection.
2. Interest, guaranteeing attention, selects the material that will be remembered.
3. Vividness of impression increases the liability to remember, therefore sensory materials, "the laboratory method," are helpful.
4. Association with old assures the sticking power of new facts.
5. Repetition of what has been learned clarifies and fixes.

6. Reasoning out what one is learning gives it a permanent place in the life because it has real meaning. Rational memory is more valuable than mere verbal memory.

7. It is not so important, in these days of libraries, filing cases and note books, to be able to remember as to know where to find things. The memorizers to-day are the clerks, the men who reason are the masters.

8. Mnemonics, producing purely artificial associations, are of limited value.

REFERENCES:

Bolton: "Principles of Education."

James: "Talks to Teachers" (pp. 116-143).

Major: "First Steps in Mental Growth" (pp. 202-225).

THINKING

I. HOW A CHILD THINKS

When a sensation comes floating into the mind from without along "the stream of consciousness," and it bears an evident relation to something that has been perceived before, the attention seizes upon it, and connects and compares it with its supposed cause or similarity or with other new sensations. It is now established in a group of memory images, ready to be compared and connected with still other sensations that may enter. The process is completed when the impulse that came in as sensation travels out as expression. Education is the acquiring of such a stock of ideas (memory-images connected and worked up into generalizations).

This is the way all persons think, but there are some special differences in the way of thinking by a child.

Adults grasp and connect ideas to a larger degree through voluntary attention, the active will to choose and absorb what is connected with the specific interest of the present. The child obtains to a greater degree through passive, involuntary attention, and his interest flits from object to object without purpose. He is more played upon, than acting. So

1. He does not see large wholes. (When in Switzerland he does not notice the mountains.)
2. He identifies things by their immediate use ("a knife is to cut with").
3. He does not generalize. (He would note peculiarities of dress rather than differences of race.)

II. HOW TO TRAIN A CHILD TO THINK

In training children we need to bear these facts in mind, and work in the following ways:

1. Strengthen voluntary attention by presenting objects and

ideas that are most closely connected with the child's obvious interests: common objects, live things, varied combinations of these, that show new and interesting phases.

2. Carry every impression possible into expression, by having the child do something to or with objects and ideas. For instance, by exercising the muscles and sense of touch upon his blocks, the child learns new combinations of and fresh possibilities and uses in his blocks.

The ideal attitude of the mother is to realize that each new sight, sound and experience that comes to the child and each endeavor of the child to touch, handle and use is a precious opportunity for him to think, learn and realize.

III. HOW THE YOUTH REASONS

Children believe what they are told and seldom hunt for causes. They take individual facts and do not assemble them. But by twelve they hunger for general laws under which they can gather up these individual facts and ideas. Real investigation in any patient way comes in later adolescence. Then is the time of doubt or questioning concerning religious and social problems.

In childhood parents are called upon to give reasons only for *specific* problems. They should however try to be reasonable themselves, since children's memories are strong and when they are older they will recall the irrationalities that they did not notice at the time. During early adolescence there is a demand for *general* laws and principles. Then books, laboratories and opportunities for experiment in simple natural science, in manipulating cause and effect, should be provided in the home as well as in the school, and teaching concerning behavior and religion should be as rational as that which the children are getting in school concerning science. In later adolescence give free access to the best authorities for settling the problems of doubt, etc.

REFERENCES:

Dewey: "How We Think."

Earhart: "Teaching the Child to Study."

IMAGINATION

Ideas that are gained, registered, associated by us may be recalled as originally associated; this is memory. If associated otherwise, this is imagination. If passively associated, "they may," as Barnes says, "troop past, as in dreams; or they may be jumbled, in fancy." If actively associated, we select the series in which they shall be associated, as in poetry, falsehood, or imaginative play.

Types of imagination, as marked by the sense-sphere from which they predominantly come:

Through the eye: fancies of things we have seen; "eye-minded people."

Through the ear: fancies connected with musical sounds.

Through the smell.

Through the touch-sense: fancies connected with handling and manipulating; "motor-minded persons."

IMPORTANT FACTS ABOUT IMAGINATION:

1. Imagination always builds out of experience. No matter how fanciful a dream or idea it is a compound of what has actually been seen or felt.
2. A child's imagination is predominantly passive, and is thus chaotic.
3. It is strongly visual, and thus depends much on what the child sees.
4. It frequently expresses itself in two unique ways: in play-things, resembling desired objects, through which the child works his will, or in imaginary companions, through whom the child by "conversation" clarifies his ideas.
5. Passive imagination is gradually to be discouraged, since it divorces the child from the actual world and tends to make him, through day-dreaming, impractical and discontented.

6. Active imagination is at all times to be encouraged, for it:
 - Develops initiative.
 - Stimulates invention.
 - Adds to joy.
 - Helps insight.
 - Assists good workmanship.
 - Enables for true living.
 - Brings about social adjustment ("put yourself in his place").

Suggestions:

1. Encourage action. When the child expresses some fanciful idea, encourage him to draw it, or paint it, or play it. Thus he reduces his chaos to form.
2. Appeal to all the senses and offer more sensations. Help him to imagine through his fingers as well as through his eyes.
3. Appreciate his imaginativeness. If encouraged, he will become an artist of life and not a drudger. Supply enthusiasms and motives for his inventions—*e.g.*, some real use to be made of the product; the pleasure and pride it will give to one he loves.

IMAGINATION AND TRUTH-TELLING

The child, with his vivid dreams and day-dreams does not clearly see the difference between truth and imagining. He remembers, for instance, last night's dream and this morning's experience, a story he has heard and a real happening, in much the same way. There are also other lies than those of imagination: lies of fear, lies to please, lies of laziness, lies to protect others, lies of vanity, morbid lies.

Suggestions:

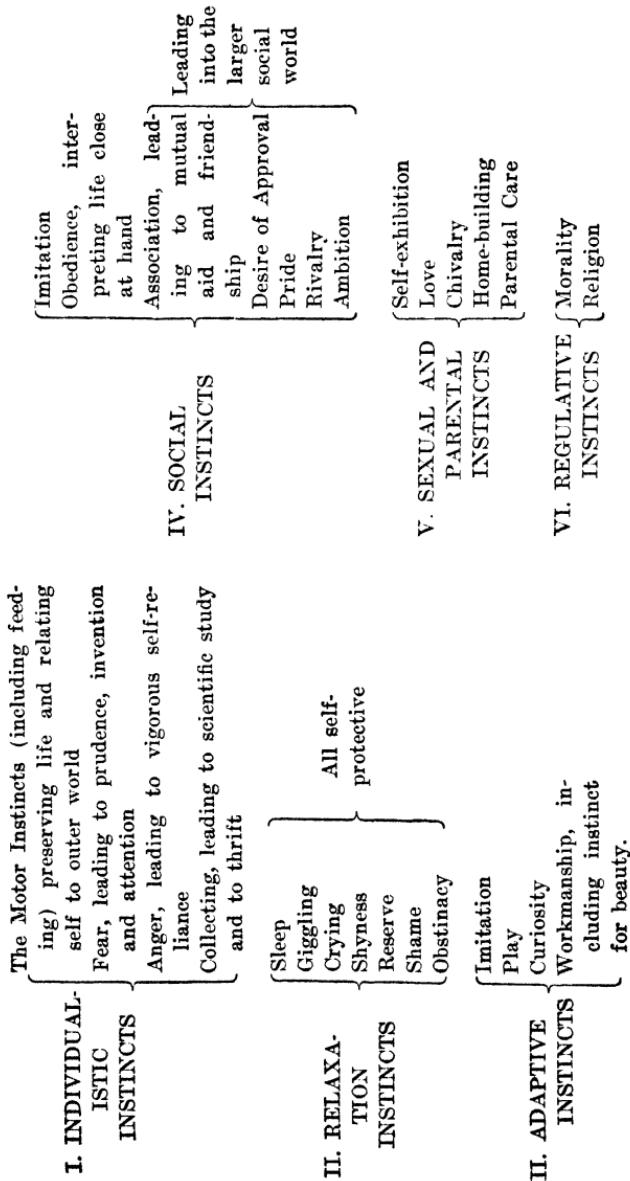
1. Train the child to think. Have him go by himself, until he clearly recollects and separates facts from fancies.
2. Train him to observe exactly and report accurately and without exaggeration.
3. Never allow him to be frightened concerning the result of what he tells.
4. Never lie to a child yourself.
5. Bring him up in a truth-loving home.

6. Cure lying not by corporal punishment, but
 - a. By showing that truth-telling pays.
 - b. By developing a sense of honor, loyalty, self respect.
 - c. By meeting a definite lie with grief, seriousness, or a suitable penalty, which shall be so far as possible the outcome of the lie itself. *E.g.* The child, having lied about an invitation, is not permitted to accept a second one.

REFERENCES :

McMillan: "Education Through the Imagination."
Bolton: "Principles of Education."

THE INSTINCTS



THE INSTINCTS

An even more intelligent and helpful way to study the development of a child than year by year, as in the previous charts, is through the development of his various instincts.

A child has been defined as consisting mostly of a bundle of instincts. Almost everything a child does may be explained as an expression of some one of these instincts.

Instinct may be defined in various ways, according to the standpoint from which we view it.

Considering their source, the instincts are the child's race heritage. They are the outeroppings in his own person of the historic activities of the race.

Considered as the means of a child's self-education, they may be defined as his tendrils. They are the means by which he reaches out to take hold of the world around him, and, like the tendrils of a plant, they are prophetic of the directions in which he is about to grow. The instincts are implanted for the sake of giving rise to habits. This purpose accomplished, the instincts as such fade away. This gives us courage to permit the development of certain savage instincts which seem to have come down to the child from his remote forebears. They have no place in a mature manhood, but, if we commit surgery upon them instead of using hygiene, we shall never get real manhood. The trite analogy of the tadpole is the most forceful one we have. The tadpole has a tail which disappears when he becomes a frog. Apparently we might amputate this useless and unsightly appendage; but if we do, we shall never have a fully developed frog. Victor Hugo once extravagantly exclaimed, "I am the tadpole of an archangel." Even in making archangels, it seems extremely probable that we must expect and await the tadpole stage.

Considered as the medium by which we can educate the child, his instincts may be defined as his accessibilities, the doors at

which we may knock and which he will open to us. If the instincts of a child are put forth one by one, something like the tendrils of a vine, then there must be certain special periods when we should watch for and guide their expression. These springtime forth-puttings of the instincts psychologists call "nascencies." Dr. William James was the one who told us of the importance of taking advantage of these nascencies. "If," as George E. Johnson summarizes his position, "during the period of the activity of any instinct, the environment is favorable, a habit is formed which survives after the instinct has faded away; but if the environment is unfavorable for the manifestation of that instinct, the instinct will soon fade, and no habit will be formed, however favorable the environment may afterward be. A chicken which has not heard the call of its mother during the first eight or ten days of life will never give heed to the call. Young ducks kept from the water for a certain period lose their instinct for swimming. Young squirrels we find in cages, failing to find soil in which to bury their uneaten nuts, soon cease all efforts to bury them. In all pedagogy the great thing is to strike while the iron is hot. There is a happy time for fixing skill in drawing, making boys collectors in natural history and presently disectors and botanists. There is a time when boys love and must learn to play ball, swim and skate or be deficient in such sports and the broad training they give all their lives; so there is a time when the habit of activity, that is, the habit of work and the enjoyment of work, may be formed."

Three lessons come to us then from a child's instincts:

First, they are to be prized as containing the treasures of his race heritage;

Second, they are to be recognized as enfolding the possibilities of his future;

Third, they are to be utilized, each as it becomes vigorous, as the greatest means of the child's education.

The preceding chart, based largely upon James, Hall, Kirkpatrick, King and Gesell, classifies the instincts as far as it seems safe to do so, and names the principal ones which the parent is likely to have opportunity to notice.

I. INDIVIDUALISTIC INSTINCTS

Motor Instincts.—Strictly speaking, all instincts are motor, but specifically under this classification come all those spontaneous movements, and responses to stimuli by the baby by means of which he comes into contact with and takes possession of his world. Among these motor instincts are those of sucking, biting, clasping, grasping, carrying to the mouth, pointing, crying, attempting to speak, sitting, standing and locomotion. Through all these expressions, not only in infancy, but throughout life, it is noticeable that the responses of the child to his environment are always in terms of action. His query is always, What can I *do* with it? What can *it do*? The same fact holds true in the child's social relationships. His invariable question regarding people is, What can Father, Mother, *do*? What can I *do* with them? The mental picture which he forms of people in all relationships, home; neighborhood, etc., is made up very largely of *action*. As the child's world widens its boundaries into neighborhood and community and school relations, his own sense of *self* increases for his own *individuality* is growing. His query now is not only, What can he or it *do*? What can the thing or person *do for me*? Not only, What can I do with the person or thing, but, What can I do with the person or thing which will bring to me the greatest personal advantage? What can *I* get out of any situation in life which will bring the most to me? When the child enters upon the period of youth, or adolescence, he still looks at the people and things in his environment from the standpoint of *activity*. But his interest is no longer centered, as in early childhood, in people and things just for the sake of the activity alone, or for its own sake; or, as in later childhood, in people and things just for the sake of the personal advantage which may come to him through the activity. Now, in youth, he sees life in terms of action, and views people and things in the light of that activity, which shall best help him to become a vital living force in the work of the world. His query now is: What can this person or thing *do for me* which will make *me* more efficient and helpful among other people? What can I *do with this situation which*

will show me better how to share the life among men and women in a helpful and worth-while way?

In order to give the motor instincts full play, it is, of course, essential to present to the child as many objects as possible by which he may exercise his senses and muscles. Every house should be provided with a series of homely articles which may be used with young children for this purpose. There are a number of simple plays by which older people can exercise children in the expression of their motor instincts. As soon as they are old enough to have hand control, they should be furnished tools and appliances, which will extend the range of their motor powers. The active outdoor games of boys and girls at a later period are valuable for this very end. All the way along the essential thing is to see that a child has a chance to do, rather than to have things done to him or for him. The man of power can grow only from the child who has played games, wrought with his hands, and overcome difficulties by the use of his own ingenuity and with his own muscles. Those who have been amused chiefly by being spectators either at games or dramas, while their own organs of expression have remained unexercised and useless, can never expect to have an effective manhood.

The Instinct of Fear.—This instinct, because of the infrequency of proper occasions, is probably no longer universal, but it is a genuine instinct and one of the earliest shown by a child. It has in the past had a protective function and has been one of the chief spurs to scientific inquiry and invention. While the mother must overcome harmful fears in her child, fear still has some place so far as it leads to prudence and relates itself to reverence and awe.

Partridge says, "One of the best tests of the soundness of heredity is the ability of an individual to pass through the stages of fear safely, and to utilize the lower in stimulating the higher sentiments and intellectual interests."

In dealing with fear we have a delicate but distinct duty. We should not only keep our children from unnecessary contact with objects of dread, but we should refrain from showing fear ourselves. A good rule both for parents and children is, never to allow one's self to be frightened without going immedi-

ately to face and interpret the supposed danger. It is cruel to send a young child alone to face dangers. For a number of years we must face them with a child. We must develop courage by a soldierly regimen, by the habit of obedience to reasonable demands and occasionally by insisting that the child himself shall face dread alternatives which shall awaken attention, stimulate inquiry and call for prudence.

Of course, we shall at all times protect the child from actual peril.

Anger also has had its place both in the life of the race and of the individual. We are hoping that the days of war are soon to be over in the life of the race, but, if we are to retain what have been called "the military virtues" of courage and righteous indignation and valorous combat against wrong, we must learn how to make anger not a waste of physical, mental and moral energy, but a power in the lives of our children.

The Collecting Instinct.—The instinct to hoard, which shows itself in infancy in a selfish desire to keep all one's playthings to one's self, grows during boyhood and girlhood to a passion for bringing together objects of a similar sort into a permanent treasury. This impulse comes to its height at about the twelfth year. If neglected, it may waste itself in nothing better than such materials as cigar labels and pictures, buttons and picture postcards, but if properly guided and developed it may lead to scientific enthusiasm and to thrift in the accumulation and use of money.

We ought to watch with careful concern the first tendencies of the child to gather articles which seem to him precious. From a very early period there should be a box or shelf or room where these treasures may be safely accumulated. We can very much help the child to make this instinct of educational value by calling attention, on walks in the country or through the stores or in museums, to articles that are curious and worthy of study. One of the best values, as the collecting instinct grows more potent, is its relationship to handicraft, as the child is encouraged to manufacture home-made cases, shelves and aquaria or apparatus for catching and preserving insects or other living things. Hodge's "Nature Study and Life" is an invaluable

book for parents, to show what the possibilities are in this direction.

II. RELAXATION INSTINCTS

These are really individualistic in character, but since they are all passive, instead of active, they may deserve a separate classification. Under this head may be grouped every natural way by which the child protects himself from exhaustion or interference. The most powerful of these instincts is the instinct to *sleep*, but the instincts of *giggling* and *crying*, of *shyness* and *self-consciousness*, of *reserve* and *shame*, and many manifestations which we regard as *obstinacy* are simply the impulsive and justifiable means by which he wards off tasks or situations to which he is not equal. Even these instincts, though protective, must not be neglected. A child who giggles and cries must be taught self-control, and a child who is shy or self-conscious must gradually be brought into such relations with others that these instincts are no longer needful for his protection, and obstinacy may be prevented by so developing the child's courage and capacity that he shall not shrink needlessly from effort or possible tasks.

III. ADAPTIVE INSTINCTS

These, too, are individualistic, and they differ from those so classified perhaps chiefly in the fact that they are characteristic of greater maturity and are more active and varied.

Imitation.—Imitation is the most passive of all these, for it is closely dependent upon suggestion. During the early years of the life both of the race and of the individual, all educability depended upon this trait. It begins in the baby with imitative gestures. Later come the various imitative games. These develop into the dramatic impulse, the tendency to pretend one is some one else, which not only gives the pleasure of mimicry, but also enfolds the possibility of becoming that which imitation conceives. Parents have a great opportunity in fostering imitative play, because by so doing they prolong the years of happy fancy and foster those of noble idealism. Imitation has its higher reaches in the fact that children idealize almost wholly in forms of biography; that is, whenever they think of being

good they think of being like some good person. There is no higher duty for the parents in the home than to furnish good moral examples in themselves and in all the child's acquaintances, for his imitation.

Play is the most universal activity in the world. "It accomplishes," says Partridge, "the highest purpose of bringing out in the child his hereditary forces, of helping him through the racial steps, of bringing him to the most complete maturity and efficiency. For every developing faculty there is a period of unpractical and over-activity which we can call nothing else than play." As the child plays with all sorts of natural forces and objects he comes to understand them; as he plays by constructing, he becomes a creator and a workman. Since he is never so joyous as when he plays, we find him in play living most intensely, and since he is then responding most vigorously, the very intensity of his play makes it educative. In play he expresses almost all his other instincts and rehearses most of the activities that are to be his in his maturity. Through play, many a child has found his life-work, and when an adult has lost the capacity to play he has, to that degree, lost the capacity to grow and live.

"Education, therefore," says Partridge, "must begin in play, and the play spirit must pervade all work. It must be made use of whenever it is possible. It must be carried on through all the periods of education, and adult life must be suffused with its spirit." Evidently, we must seek for our children both games and play of the greatest educational content. Parents need to be warned against those store-made toys which, because they are so very complete, leave no room for imagination and construction. We ought to call to the attention of parents and children alike the joys of play and games in which the child becomes an inventor, a creator, an actor and a partner.

Mr. Joseph Lee has divided the play-life of a child into three eras: individualistic play, dramatic play and self-assertive play. To these may be added the characteristic of adolescence, co-operative play. The parent has a definite opportunity in each one of these periods. In the era of individualistic play there is the chance in the nursery, through finger plays and floor games,

of exercising the motor instincts and giving the child control over his own body. As individualistic play grows to become imitative or dramatic, there is available the whole range of imitation referred to in the discussion of imitation above. As the child merges from the individualistic into the dramatic period it is our duty to assist him as far as possible to play by himself. The infant, up to about three, is lonesome and uncomfortable if he is forced to play alone, but there is danger after that time, because of the superior resourcefulness of a parent, that he shall do so much, if he continually plays with the child, that the child shall not develop his own imaginativeness and individuality. During this dramatic period a parent must see that a child is supplied with a sufficient variety of materials, simple and inexpensive in character, by which he may express his free fancy. There must be some craft in the way toys are offered and withdrawn. The writer has seen a home in which the attic was full of discarded toys, which had either been furnished too close in succession or the boundaries of whose possibilities had not been discovered, while the children themselves sat continually on the porch below, wishing for something to do. The period of co-operative play is of great importance, because such play has such an important influence in developing unselfishness. Nobody can be a good player in baseball, basketball or football who is a selfish player. Even the dangerous game of football is recommended because of its unselfish and manly tendencies, provided the boy who plays is skillfully coached and is not permitted to tax his endurance.

See also the special article on "Play."

Curiosity.—Curiosity has been defined as "the appetite of the mind."

Curiosity, as studied by Smith and Hall, passes through the following stages:

1. Passive staring, often as early as the second week.
2. Surprise, shown in the second month.
3. Wonder, observable about the same time.
4. Interrogation, or curiosity proper, begins about the fifth month.
5. All these expressions of curiosity come in this order:

through hearing, touching and the sensations of smell and taste.

6. Then comes observation, passive and active.
7. Experiments.
8. Questions.
9. Destructiveness.
10. Desire to travel.

"Unlike imitation and play," says Kirkpatrick, "curiosity is concerned more with the securing of sensations than with modes of action. It is an intellectual hunger, an impulse to secure and test new sensations." It is the outgrowth of the motor instincts of infancy. It involves the instinct to handle things, manipulation, collecting, running away and all the other means by which the child insists upon projecting himself into the mysterious world of which he is a part. "It is not too much to say," insists Kirkpatrick, "that curiosity is the basis of all intellectual development." Imitation and play lead to the development of the child's powers and to his acquiring knowledge of acts which he has observed by performing them himself, but curiosity leads to an objective knowledge of all kinds, and yet it is also a stimulus to further imitation. "Curiosity is to the intellect what appetite is to the body."

"Must I answer all my child's questions?" asks many a tired parent. Many mothers are conscientious in making themselves martyrs to young children whose conversation is a continual string of questions. Such children are supposed to be curious, and such fidelity in answering is supposed to be wise. To speak frankly, such children are often empty-headed, and ask questions simply because they half-consciously recognize that a question provokes an answer and so keeps up sociability. Now, a question demands as much of the questioner as it does of the answerer. A parent has a right to demand that after each question, no matter how trivial, the child shall pay attention, so that the question shall not need to be answered again. In general, a good rule is never to allow a child to remain passive in respect to his own questions. Sometimes a good device is to throw the question back to the child, appealing to his own experience or experiment. "*You try to find out yourself, and if you fail I will help you,*"

is often a fair and wise way to answer. It is also important to relate the present reply to a previous one, so as to develop the child's reasoning powers. "You know I told you yesterday so-and-so, and now cannot you see why *this* must be?"

With most children, even apparently inquisitive ones, it is necessary to continually tease them into intelligent questioning. *Table talk* gives peculiarly good opportunities for stimulating curiosity, especially because it sends the whole family and not a single individual on quest for answers.

See also "Interest."

Workmanship.—It is quite hard to differentiate the instinct of play from that of work in the child. Play implies freedom in doing when the end is in itself of little importance. Work, on the other hand, involves some limitations of freedom, because there is some kind of necessity for doing the thing, such as a certain time for doing and certain ways in which it must be done to make it successful. Kirkpatrick illustrates in this way: "The child who is playing at cooking may begin or stop at any time, use whatever material he pleases to perform the imaginary act of cooking, and in any way that suits, and may throw away the product when it is finished. In the case of the woman who is actually cooking there is some kind of necessity that it should be done and at a certain time, and she can use only the proper materials in the right proportions." Many adults' work-interests are forced upon them by circumstances, while play-interests represent our free choice. This, however, is not so much true in the case of the child. He throws so much of imagination into his construction that it is hard to say sometimes whether he is playing or working. So much emphasis has been placed lately upon the social need of play and playgrounds that parents are perhaps in danger of forgetting the possibilities of developing pride in good work and the fact that it is possible so to present coöperative tasks to children that they will, under some circumstances, prefer work to play. We must certainly find more opportunity for work in play and carry the play spirit continuously into our work.

The highest development of joy in work is joy in good workmanship. Here we come so close to the *esthetic instincts* that

it seems proper to classify them as a part of the workmanship instinct. Surely, the finest sense of beauty is that which belongs to the one who not only admires what is fine, but in some modest way endeavors to create beauty. Kirkpatrick is probably right in showing that the esthetic instinct is partly the development of the play instinct (the product of the excess of life above that which is necessary to its maintenance), partly a variation of the sexual instinct with which it is contemporary and partly, as we have said, an expression of the workmanship instinct, the joy of doing. However complex its source, it is evident that especially during adolescence when the feelings are warm and hope is high, parents have a great opportunity of turning the channels of play and work into the love of and creation of beauty.

So important is the development of the instinct for work that we must attend to it early. We do so in the modern home under some difficulties: there are available so many more opportunities for play than there are for work. A modern city house supplied with comforts and servants has almost no chores. Nevertheless, constructive work, mental work, responsible work are essential to character development. They are also a needed supplement to the school and a necessary preparation for practical life and for the choice of a vocation. There is space here only to suggest some of the interesting problems which this instinct presents, such as the question of pay for work in the home, and the important matter of finding tasks worth while, which shall prevent the long summer vacation from leaving the child intellectually and morally fallow.

See also "Work."

IV. THE SOCIAL INSTINCTS

Imitation.—See special article on "Imitation."

Obedience.—The instinct of docility is closely related to that of imitation. It protects the child during his infancy, when he is not sensible enough to protect himself. Though regarded by many as the chief virtue of childhood, it is important not for its own sake but for what it involves. In the earlier years obedience must necessarily be to personal authority, during which

time it develops a needful amount of inhibition. If the one who is obeyed is always consistent and wise, such obedience tends toward good habits and good conduct. Obedience to another, however, should be only preliminary to obedience to one's self. The end is self-control. "Authority," says Kirkpatrick, "should enforce obedience in one field of action after another, and then leave the child free to control the field that has been conquered. Obedience is a temporary and immature virtue which becomes a mature and lasting one only when it grows into free self-control, by appropriating outer laws and making them inner standards of conduct." Obedience is appropriate chiefly in the years when the child is almost entirely in association with parents and teachers. During those years when he is being educated principally by these adults, obedience enables him to interpret the life that is close at hand.

See, later, "Government of Children."

Association.—After the child plays with others of his own age, and especially when the "gang spirit" develops, at about the age of ten, he begins to go forth into and interpret the larger social world. During certain years of youth the child receives more education in the way both of conduct and ideals from his companions of his own age than from anybody else. There are certain years when the child is hardly an individual, but is chiefly part of his gang. His conscience is part of the gang conscience, and he is living a conjunct life. The potency of the gang in developing the child's capacity for friendship and in preparing him to be a good neighbor and a good citizen, can hardly be overemphasized. On the other hand, the peril of the gang is that it is often neglected and unchaperoned, and the danger of the mob spirit and of unscrupulous and degraded leadership is ever present. Just as childhood is a conjunct affair, so is parenthood, and no individual parent can bring up his child without having a responsibility both to other parents and to other boys. There is the greatest need in our churches and communities for recognition of this fact through suitable agencies, and religious education, which has been almost entirely individual, must, in recognition of the gang spirit, become social.

Most of the problems of the association instinct could be

solved at home. Certainly no boy or girl should have a chum who is not known and welcomed by the home fireside. It is feasible to bring the gang, individually and collectively, into a close relationship with the home. Troublesome though this enforced hospitality may seem, it causes far less anxiety than these associations will produce if they are carried on without supervision and away from the home influence.

See, later, "Social Problems."

Desire of approval is a very early instinct. It is closely related with *pride*. Each is a powerful impulse to the child, the desire of approval in stimulating effort and pride in encouraging renewed effort. These, like all the other early instincts, have their disagreeable possibilities, but the wise parent utilizes them for the good that there is in them.

Rivalry and ambition are closely related to each other and to the last two instincts. The desire of approval early runs into the wish, by means of successful rivalry, of winning higher approval, and personal pride in the later years of adolescence leads to personal ambition.

V. SEXUAL AND PARENTAL INSTINCTS

The instincts having been mentioned in the general order of their appearance, we come now to those which rise and express themselves during adolescence.

Self-exhibition, which is seen among animals as well as among men, is simply the adolescent form of desire of approval. How unconscious and often how charming are the preenings and plumings of boys and girls when in each other's presence! They are all a part of what some of the psychologists call "the courtship instinct."

Love is distinctly an adolescent instinct. Not only is love between the sexes first manifest then, but a deeper appreciation of parents and teachers and the larger capacities for friendship are then first expressed. Love has, of course, its hereditary and animal side, and upon such origins its foundations are laid, but, as in the case of the other instincts, we welcome its appearance in childhood because we hope for it, as the highest human attribute, its furthest and fullest development.

While few parents may expect to have the privilege of selecting wives for their sons and husbands for their daughters, it is fair to say that the character of these future mates may be predetermined by parents. It is possible to train a child to such fine ideals and high tests that he or she is incapable of an entirely unworthy choice. And, when first love comes, no matter if it appear, as it often does, at so alarmingly early a period as thirteen or fourteen, the best attitude of the home is that of hospitality. The surest way to prevent a child from finding an unsuitable mate is to bring each one of his early fancies into the warm but white light of the home lamp, where, in the presence of noble adults and the finest types of young people, the candidate shows his virtues or exposes his follies.

See also "Love" under "Emotions."

Chivalry is that form of the love instinct which especially devotes itself to the weak and the helpless. It manifests itself in adolescence in a new interest in younger children, in deference to womanhood, and in attachment to heroes and to noble causes. Wrapt up in chivalry are all the idealisms of adolescence, and unfolded from this instinct come all the great crusades and generous human achievements. Even before this instinct is felt we may prepare for its coming by training our children in chivalric courtesy, so that the bright sword for this noble virtue shall be welded when the youth is ready to wield it.

Chivalry is the surest safeguard of purity. In all the modern discussions of sex instruction and hygiene, three factors have been emphasized: Information, fear and chivalry. The conviction is gradually forming in the minds of many parents that information, while necessary, is not completely protective; that fear is not a deterrent motive during adolescence, and that our chief reliance must be upon chivalry, that sense of self-respect and honor which will both guard one's self from impurity and protect others from shame.

Home Building.—The nesting instinct belongs to the lower animals as well as to ourselves. It is forecasted in girlish play with dolls and in the shack-building of young boys, and it is one of the last human instincts to develop in its fullness. Sometimes it seems as if it were no longer universal, but behind the

sanctity of the future home this instinct to prepare a sacred and secret place for dear ones must persist if the home itself is to be maintained. These are the days, then, for the emphasis with boys as well as with girls of the housekeeping arts and the home-making virtues.

Parental Care.—The instinct of fatherhood and motherhood appears, no doubt, long before parenthood itself arrives, and is manifest in the hearts and lives of many who never become parents. The instinct of parenthood is perhaps a composite of that of chivalry and that of home-building.

VI. THE REGULATIVE INSTINCTS

We borrow this phase from Kirkpatrick, who himself borrowed it from the old theologians. Under this term he classifies the *moral tendency* to conform to law and to act for the good of others as well as self and the *religious tendency* to regard a higher power. The kind of law which is obeyed, the sort of power which is worshipped, differ in different surroundings and social divisions, but the instincts for law and reverence are, no doubt, universal and are the highest expressions of being.

They are also resultant and composite instincts. The reverence for divine law must be built upon reverence for human law, and the interpretation of the fatherhood of God comes to the young from their interpretation of human fatherhood and motherhood. Nurture in the social virtues leads to consciousness of the brotherhood of man, and the Scriptures were right in saying that one cannot love God, whom he has not seen, unless he first learns to love his brother, whom he has seen. The moral and religious instincts are as much the result as they are the motive power of wholesome youth.

We are coming to see that children pass through very distinct periods religiously; that each one demands special training, and that the child must evolve from one naturally and yet completely into the next if he is to have a well-rounded and sane religious development and character.

Thus life unfolds. It is not a set of blocks which one builds, but rather a series of tendrils which appear, grow, take hold of life and project the developing human plant upward and on-

ward. Life cannot grow to its fullness except as they come to maturity and find their work, but life itself is greater than any or all of the instincts. The well-rounded and beautiful maturity which we hope and pray for in our children is to come as we watch these unfolding instincts and use them as the tendrils by which the immature child is supported. The tendrils are not all of the plant. The roots of the child are deep in heredity, the branches are nurtured by the sunshine of environment and care, and within, deeper than roots, tendrils, or sunshine, is that mysterious impulse which we who are reverent recognize as the life of God in the soul of man.

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FEELINGS

The child's life of feeling is marked by many extremes of pleasure and pain, which are more intense than in the life of most adults and therefore are much more influential. *Pleasure* and *pain* are important, both as symptoms and as influences, pain as a warning and as an influence toward caution and self control, and pleasure as a sign of health or evidence of hopeful aptitude. The history of feeling is as follows:

I. IN INFANCY AND EARLY CHILDHOOD.

Related chiefly to objective conditions, such as cold, hunger, deprivation of a pleasure, etc.; egotistic, intense and brief.

II. IN LATER CHILDHOOD (AFTER 12).

Related to subjective feelings; brooding dreads and larger, social happinesses.

III. IN Maturity.

Controlled through experience; deeper and more generous satisfactions possible.

At all ages our emotions are affected by:

Nervous condition.

State of the will.

Ignorance.

Contagion of feeling.

Very common emotions among children are fear, rage, wonder and love.

Happy emotions invigorate the body and quicken the intelligence; depressing emotions work to the contrary. Yet the depressing emotion of fear has its uses to correct curiosity and produce caution of act.

The *fears* of children are numerous and seem to come down from the age when there was not much in human experience but fear. There are instinctive fears, fears of experience and fears

due to misunderstanding. Regarding the first the child is helpless; we must therefore train him gradually out of them. Fears due to experience are, in the main, serviceable, yet many peculiar circumstances may be explained by the parent, who himself shows no fear, and thus the child is delivered from them. We may cure fears due to misunderstanding if we will take pains to find out exactly what the child fears and cure his imaginativeness. Superstition belongs to this class of fears. Extreme fear leads to such undesirable traits as timidity, cowardice, self consciousness.

Courage and other virtues the opposite of fear must be gradually developed. They help the child to do hard things heroically and prepare him for conquest later.

Shyness and *ridicule* are childish pains that come out of their social relations. They are occasioned because the child, with his limited powers of communication, does not know just how to meet unfamiliar situations, and are a form of protection. Children are more sensitive to ridicule from other children than from adults. Sarcasm from adults is usually wasted on children.

A sense of *humor* is of great value. Stimulated, it helps develop wholesomeness in play, in everyday events, in meeting tragic circumstances, while it adds to the charm of life.

Emulation is usually undesirable, but generous praise is one of the greatest stimulations of children. Thoughtful and well planned words of praise are strong instrumentalities in home training.

In each of the emotions of childhood there are expansive and beautiful possibilities. The emotion of anger, for example, which always seems to us who are adults as unfortunate and deserving only to be crushed, may possibly be an indication of power. We recognize the later need of righteous wrath and of conjunct anger. If we can so train the child that his outbursts shall only be against real wrong and especially against wrongs to others, we are in a fair way to develop him in the right direction.

Suggestions:

1. Children need small, changing emotions.

2. A depressing emotion, such as excessive fear, may be conquered by keeping the child in good nervous condition, encouraging the frank facing of supposed peril, showing him what not to be afraid of, and keeping him from "'fraid cats."

3. Children are strengthened by opportunities for wholesome, happy emotions, through good stories, clean fun, ennobling pictures, observation of and sharing in kind acts, etc.

4. Children are to be trained gradually not to let their feelings master them; not fear merely, but sensuous pleasure, anger, even sympathy; and as they enter later childhood healthy activities should preclude long seasons of solitary, selfish brooding.

5. At all ages we must realize that, in the process of mastering the feelings by the will, to assume the attitude appropriate to a right emotion is a valuable aid toward the right feeling; *e.g.*, to sing helps one be cheerful.

6. We are ever to realize these interrelated truths: "Out of the heart (the feelings) are the issues of life" (in right willing and action), and, Out of strong willing come right feelings.

Two emotions especially, *Love* and *Anger*, are of such importance and involve so many difficult questions, that they deserve a little special consideration.

LOVE

The love of a little child seems to rise out of the sense of dependence and of joy in sensuous comfort. Food, warmth, pleasant clothing, as well as caresses, awaken responses in self centered infants. Later, gifts, expressions of sympathy, stories of unselfishness, help the child to look out instead of within. As individuality develops, the child seeks immediate and selfish gratification, yet, through his enlarged associations with others, begins to get training in sympathy and sharing. Play with dolls, imitation of mother in her work and suggestion of household arts are bound to be useful in developing unselfishness. The child, through ignorance of what real suffering is, has less sympathy and unselfishness than we would wish and even seems cruel as well as thoughtless. Unselfishness, like other virtues, is one that must be taught. The child must see another's need and also his opportunity to help, through explanation, exercise and

practice. He must learn that tears and kind words only do not help. We should accept every proffered service from a child and express gladness in any reward for such deeds. Thoughtfulness on our own part is necessary. The best time for training a child in the love of any one else is when he is in a loving mood. The child appreciates physical needs in others before he does mental or moral needs. Benevolences selected for children should bear this in mind. Love for God grows, as does love for man, out of real pleasure and endeavors for service.

The child's love, either for God or man, may be stimulated by various means:

1. A good atmosphere in the home.
2. Childish pleasures.
3. Expressions of love appropriate to the child, such as childish ministries, care of dolls, pets, etc.
4. Taking advantage of the loving moods of the child.
5. In order that the young child may really love, there must be revealed to him needs of others and his own opportunity to help.
6. We must not refuse any proffered service, even if it is crude and imperfect.
7. We should appreciate and give praise for unselfish acts but not reward them.
8. Training in kindly expressions tends to develop the feeling of which they are the appropriate expression.

ANGER

Anger comes very early in the child's life. It is earliest aroused when the child is thwarted. Not until he is two years old does he think of some person or object as to blame for his discomfort. So long as it is impersonal, uncontrolled yelling is the most frequent means of outlet. From four onward, attacks upon a person are favorite means of expressing anger. A child looks at a contest differently than do adults. Fighting is as much a habit as an expression of temper, quarreling is a kind of game. Before high school is over the tendency begins to refer the difficulties of individuals to the group for adjustment. Girls are at all times less fierce than boys in combative expres-

sion. After school begins the code is accepted among boys that "a boy should not fight with a girl." Among school children the extent to which anger is expressed is dependent upon their own advantage. Teasing has more of calmness and deliberation than fighting and seems to be partly an intellectual exercise engaged in for the sake of enjoying a sense of mastery. Bullying is an exaggerated type of teasing. Before adolescence anger is generally expressive and brief, but afterward less expressive and more enduring. A grudge is seldom harbored before adolescence. During adolescence the child takes motive into account in his anger as well as persons, so that he becomes capable of greater indignation. Jealousy is a form of anger which is felt by the individual when he compares others with himself.

Anger has its place. Without it, man is indiscriminate, flaccid and weak. The capacity for righteous indignation is important.

The essential things to be striven for in the development of anger are these:

1. An education of body and mind which will keep life at the highest standard of endeavor and ambition.
2. A zest which acts as motive power to keep education taut.
3. A wise mastery of one's self and of others.
4. The capacity for moral indignation and a strong resistance against wrong.
5. That self-respect which defends one's character and reputation and of one's friends from malignancy and peril.

Temper has been defined as high spirits joined to nerves and will. It is an unfortunate manifestation usually due to one of the following causes:

1. Temper of parents.
2. Physical condition of the child.
3. Criticism on the part of others.
4. Injustice on the part of parents.
5. Being teased.
6. Unnecessary thwarting of the child.
7. Inability to take the viewpoint of others.

Expressions of temper would seem to have two types: the child who smolders and the child who yells. The child who yells

may be treated by solitude, distraction, etc.; the child who sulks, by cheerfulness, attractive occupation, social diversion.

Quarreling may be treated as follows:

1. By ignoring it, in order to let the children learn to settle their own problems.
2. By offering our arbitration.
3. By separating the children temporarily.
4. By encouraging brothers and sisters to play more frequently with children outside the home.

Fighting, especially among boys, can probably not be entirely prevented. The following suggestions are made:

1. Build up the boy physically and morally so that he may be capable of defending himself and not allowing himself to be tyrannized over.
2. Tell good stories of heroes who controlled themselves and of those who conquered in other ways than by fighting.
3. Show the cowardliness of attacking or annoying a smaller child.
4. When he does fight, give him rest, sympathy, talk over the situation with him afterward calmly.
5. Show him the murderousness of revenge and try to get him to put an early end to his grudges.

How to deal with teasing:

1. Disarm the teaser by preparing him for the attack.
2. Keep the children busy. Teasing usually is a sign of idleness.
3. Separate the children for a time.
4. When punishment seems absolutely necessary, have the child run around the house a certain number of times or do something else in the way of expending energy.
5. If teasing takes the form of bullying, try to get the bully to act as champion and protector to the younger children instead of their tormentor.

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INTEREST

Interest is not a mere whim. It is "the feeling side of attention." It indicates certain "nascencies," births of aptitude and possibility. A child does not like to endeavor to solve a problem simply because it presents a challenge to his intellectual prowess. As McMurry says, "When a boy cracks a nut, he does so because there may be a kernel in it, not because the shell is hard." Hutchinson summarizes thus: "The impulses of a child mean intellectual and moral good. We mean to make them our ally if possible. This in a word is what the new education means." The early interests of children are in objective things, in form, color and action, and in personal and individual examples. The natural introduction to geography is not through definitions and map questions, but through an outdoor walk in which the teacher points out the contour of the landscape, through a curiosity to know the customs and productions of other countries, and through the men, the myths, the history that have lived there. The natural introduction to biology is not a definition or a discussion, but a living pet. Children learn letters and words not because they think they may learn to like to read, but because the world of wonder which they find books contain gives them the reading fever, and they learn to read in quite their own spontaneous fashion.

The interest in working out problems comes later. It begins in manual experiments like taking things apart, putting them together and constructing them. Every door into a new knowledge or a new capacity is through the portal of apperceiving. "Children are association machines." The interest aroused in a known fact leads them to the next, which is only partially known. The interest in formal logic certainly does not appear before adolescence. The doctrine of interest is, no doubt, a dangerous one. The rights of liberty and the pursuit of happiness, which the Constitution guarantees, are eagerly sought by all children and are conferred by parents and even by teachers be-

fore they are deserved or can be rightly used. "What does it profit a child," asks Dr. David S. Snedden, "if he has great interest in learning to spell, if he does not learn how to spell?" There is a difference between interest in a subject, secured by baits and ingenious devices, and that interest which Dr. Starbuck has described, in a certain class in geometry, where, upon a certain day, after adequate and inspiring instruction and a gradual and skillful leading of the class from point to point, an especially neat demonstration of a problem was greeted by the class with loud applause,—the first time perhaps in which applause has ever occurred during a geometry lesson! The function of the teacher is not to overwhelm the involuntary attention of his scholars by devices, but to help his scholars to choose among the various possible interests those best and most direct, which shall lead, in the subject under study, to results worth while.

A third doctrine that has been central in modern education is the doctrine of play. "Play," says George E. Johnson, "was the mother of education." After all, the child is built not by his teacher, but by himself. Play is both the expression and the interpretation of his interests. Its wise use marks the transition from self-education to school-mastering education. There is not a study in the curriculum in which it must not be consciously and perpetually present, and perhaps no great work in the world is done which has not play at the heart of its doer. More of this later.

Interests are customarily divided into two classes—play interests and work interests, or the natural and artificial. The natural interests come first. Among these are interest in self-expression, interest in playful imagination, interest in competition, in reward, in affection, in joy and endeavor, in victory, in curiosity (of all these curiosity is the strongest and most constant), and finally life interests. Parallel with these are interests which involve work, through creation and conquest; natural, possibly, yet requiring stimulation by interesting plays.

Mother and teacher should appeal to both kinds of interest. "The real test of interest is not, How much *pleasure* do the children get? but, How much *effort* do they put forth in pursuing it?" The work-interest is greater and more important. It in-

volves the child's choice, which is a bigger thing than his amusement.

Suggestions for awakening and maintaining interest are:

1. Begin with things of sense, things the child can see, hear and touch.
2. Then take living and moving things and things that *do*.
3. Then show the relations of what the child knows to things he does not know, between what he likes and the thing that he does not know whether he likes or not.
4. Get a good start in every new subject. The start, the appeal to alert interest, is everything.
5. When the processes have ceased to be interesting, hold up the results as a goal.

Some of the special opportunities of the mother in training interest through curiosity are these:

1. The instinct to handle things, which is the basis of instructiveness or workmanship.
2. The collecting instinct.
3. Love of pets.
4. The instincts for hunting, fishing, cave and tent-life, play with fire and water and dirt.
5. The desire for running away.
6. The interest of children in conversations with guests and strangers.
7. The interest of the child in work as a means to an end.
8. Stimulating the child through interest to prolonged effort.
9. The interest of the child in active rather than passive amusements and occupations.

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THE WILL

Miss Mumford considers the following to be the five steps in the development of the child's will:

1. Consciousness of desire and the effort put forth immediately to attain it, characteristic of all the baby's activities.
2. Desire controlled, immediately and for the moment, in response to suggestions from without. A familiar sight is the baby's response to mother's commands.
3. The child becomes conscious of his own will power; that is, he is self-willed or "contrary." This begins about the middle of the second year.
4. The result of experience is conflict in the child's mind between his desire to have his own way and his mother's command.
5. The conflict grows between a number of opposing ideas. He is now capable of and engages in more deliberation. In order to deliberate properly the child shows moral judgment, of which there are four factors:
 1. Knowledge of right.
 2. Desire for the right.
 3. The habit of right action.
 4. The gaining of self mastery.

The will is not a separate faculty. It is the man choosing. Out of his stock of memories of past choices, his mind gets alternatives; he chooses among these and as soon as a choice is made he acts accordingly. "We will with all that we have willed."

The important factors in willing are these:

1. Many experiences of doing things in the right way which constitute good habits to choose from.
2. The custom of attentive deliberation, so as to select from these experiences the one that is most worth while.

Suggestions for will training:

1. If will means accumulated tendencies, we should help the children to build up right tendencies.

2. If we will with all that we have willed, we should lay great stress upon good habits, the material of good willing.

3. If will is the choice of many possibilities, let us associate doing the right so far as possible with pleasure, so that the child may be glad to choose that which is right.

4. If the will-impulse is stimulated by thoughtfulness, let us give the child time and room to do his thinking, offering always alternatives. Encourage him to go by himself when it is time to decide something. Let him have some experience from learning from his own mistakes. It takes time to grow a conscience.

For further discussion of the will see, in this Outline, "The Morality of a Child," "Religious Nurture" and "Service."

REFERENCES:

Mumford: "The Dawn of Character."

Holmes: "Principles of Character Making."

Hall: "Adolescence."

PLAY

	PLAY INTERESTS	PLAY NEEDS
0-3	Free play.	Plenty of open air life, stimulation of breathing, of cell structure and of blood formation.
	Experimentation of the bodily movements.	Play that involves running, climbing, rocking, pushing, pulling, swinging, digging, constructing, etc.
	Experimentation of the senses.	Playthings to see, hear and feel with.
	Dramatic or imitative play, alone or with adults, during the third year.	Playthings that are miniatures of adult implements and that enable the child (as with dolls or Noah's arks) to create a mimic world.
3-6	Free dramatic, imaginative and imitative play with other children.	Continued open air conditions; supply of common objects as playthings.
	Continued experiments with the body and the senses.	Playthings for sliding, climbing, etc., and that will "go"; things to dig and build with; plastic materials.
	Rhythrical interest.	Dancing, music, and toys to make a noise with.
	Interest in individual expression through art, story, etc.	Materials for drawing and painting; story-telling.
	Curiosity.	Simple puzzles; excursions; simple collections.

PLAY INTERESTS—*Cont.*

6-9 Competitive games, especially of movement and strength; individualistic in intent.

Constructing tendency.

Lively imaginative play in groups.

Curiosity as to nature and science.

Rhythrical interest.

9-12 Continued competitive games, with special emphasis upon skill.

Constructing tendency, in groups.

PLAY NEEDS—*Cont.*

Continued open air conditions and emphasis on large bodily movements, for which provide balls, gymnastic apparatus, swimming, etc.

Provide simple tools, old machinery to take apart, lumber, indoor manual occupations, things to alter and arrange.

Express carts, materials for playing Indian, etc., dolls in great variety; also formal indoor games.

Shacks, tents, aquaria, games of observation, materials for experimentation, such as magnets, magic lantern, puzzles, etc., scrap books, etc.

Folk dancing, rote songs, singing games, etc., toy instruments.

Play that will strengthen the back and abdominal muscles and the chest (such as jumping-ropes, quoits, athletic apparatus, wrestling, etc.) Training in straight bearing and graceful walk. Play of increasing coöperation (like baseball, indoor card games). Play of increased skill (such as ring toss, jack stones, skating, archery, stilts).

Supply better tools, meccano, doll things, art materials, clay.

PLAY INTERESTS— <i>Cont.</i>		PLAY NEEDS— <i>Cont.</i>
	Curiosity expressed in larger ways.	Provide row boats, bicycles, tents, insect nets, fishing tackle, mechanical puzzles.
12-15	More complex games of competition, especially ball games. Beginning of team play.	Arrange for baseball, foot ball, basket ball, volley ball, etc.; have clubs at the house; plan for tennis, boxing, home gymnasium, dancing parties, all exercise of moderate duration.
	Interest in money and trading.	Help gather stuff for barter; help get up shows; arrange work-parties.
	Larger interest in nature and animals.	Vivaria, pets, stereoscopes, microscopes.
	Interest in skilled construction.	Provide printshop, aero materials, beadwork, cooking exercises, passepartout.
	Interest in social indoor games.	Teach cards, checkers, other parlor games.
15-20	Variety of complicated athletic games involving quickness, daring and strength. Eager social life between the sexes.	Foot ball and baseball for boys and volley ball for girls, with coaching. House parties, small chaperoned parties outside; supervised camps and outings.

REFERENCES:

Johnson: "Education by Plays and Games."
 Forbush: "Manual of Play."
 Pousson: "Father and Baby Plays."
 Burnham: "Rhymes for Little Hands."
 Wells: "Floor Games."
 Nesbit: "Wings and the Child."
 Bancroft: "Games for Playground, Home, School and Gymnasium."
 Institute: "Dramatics in the Home."
 Lee: "Play as Medicine."
 Lee: "Play for Home."
 Lee: "The Home Playground."

WORK

Work has been differentiated from play as follows. Play finds its end in its own activity; work is activity for a definite end. Work-interest is as common as play-interest with young children. Their first desire is to make things to use in play. Many children have little persistence in creation. The opportunities for work in the kindergarten quickly pass the educative stage and make greater demand upon the system than the child is equal to. The child at home does not like to work by himself. He will work with his mother or brother or sister if the elements of play and amusement are present. Not feeling responsibility for many things, he is slow in recognizing faithful work at home as an obligation. In a vague way he feels that work deserves recompense and is likely to demand it. The average home finds difficulty in furnishing enough advantageous opportunities for work, particularly where there are servants. Only those homes that dispense with servants are fully able to meet this problem. The opportunity for fellowship here is very valuable.

Work, particularly if it is varied, has some influence in helping the child to recognize his own difficulties and select his life work.

Turning to the subjects "After School" and "Service," the reader will find, under the headings plans for graded helpfulness, suited to each period of the child's development.

REFERENCES:

- McKeever: "Training the Boy."
- McKeever: "Training the Girl."
- Wilson: "Working One's Way Through College."
- Hoxie: "Suggestions for Hand Work in School and Home."
- Johnson: "When Mother Lets Us Help."
- * Coe: "Heroes of Every-Day Life."

MONEY

The child begins like the lowest savage by holding his property in common, but as soon as individuality develops, he likes to monopolize things to himself. He is quicker to appreciate his own property rights than those of others. The possession of his own things is necessary in order that he may learn the rights of others as well as his own. Trade and barter among children, if wisely directed, are helpful in understanding relative values. The child needs to be taught early to replace whatever he has taken or injured of another's by his own property or labor. His impulse is to use money for immediate gratification. He can have the opportunity to learn to use money wisely only by having a chance to spend some, with some measure of freedom. An allowance should be given for such instruction rather than simply for candy. The child's benevolences are stimulated by stories to call forth his sympathy and they should be spontaneous and from that which is his own.

The desire to possess has a live relation to work. The child soon learns that desirable things cannot be secured without money. If he himself is allowed to secure them without recompense he becomes a beggar. Herein is the advantage of an early arrangement concerning an allowance.

The property sense develops with the child's individuality. The little child is not generous with his playthings. During early childhood there is a keen desire for personal possession, though there is little discrimination in what is chosen. The child recognizes as his own not only what is given to him but what he finds or may get possession of. This explains the readiness with which children take what does not belong to them, the quarrelsomeness with which they play with others when their own possessions are involved. After six, children have keen desires for their own things, particularly playthings, ornaments, small tools and clothing. Still they do not like to share with

others. Throughout adolescence, the inherent desires increase immensely for various kinds of property, for play and for personal adornment. The desire to accumulate is usually weak in comparison with the wish to spend and enjoy. Accumulation, at this age, is generally for some postponed and extraordinary pleasure. New social interest makes common ownership increasingly possible, particularly among students in dormitories. There is little sense of the economic value of books, clothes and money unless it has already been trained into the child through real experiences in waste and in thrift.

The desire for an education or vocation is likely to be the first real influence toward thrift.

The best method for the parent to use by which to encourage a sane relationship to money seems to be to give the child at the earliest opportunity a small allowance, allowing opportunities for experience in spending, and showing the child how to keep accounts and to save. The allowance should gradually increase with the increasing ability of the child to care for it, and should, during adolescence, be inclusive of the youth's clothing and recreation. Encouragement should be given to develop the saving habit, particularly for expenditures which the child himself can recognize as desirable. These will at first be, to a degree, trivial.

REFERENCES:

Wood-Allen: "Making the Best of Our Children" (2d series, pp. 192-222).

Forbush: "Money Making and Thrift for School Boys and Girls."

STORIES

The story interests appear in the following order :

1. Stories with a sense appeal, with bright pictures, illustrated by finger plays or action plays, involving something to eat, to see, or to touch. These are followed by
2. Imaginative stories, such as fairy tales, fables, myths and legends, and, to a wholesome degree, parables and allegories, also poems and ballads and stories of action.
3. Stories of heroes, mythological and historical, and stories of everyday child life.
4. Romantic stories, of adventure, toil and suffering, that end well, and love stories.

THE VALUE OF STORIES

1. Their Physical Value. They calm the mind and quiet commotion and prepare the body for sleep or for renewed activity.
2. Their Intellectual Value. They help the child to see a mental picture clearly. They interpret other climes than our own, help the imagination, lead to the love of good books and, as the child retells the story himself, help in a free and accurate use of language.
3. Their Social Value. They interpret life to the child, arouse his sympathies and enable him to live most broadly. They draw the child in bonds of affection to the story teller.
4. Their Moral Value. They help the child to know what is good and so encourage moral thoughtfulness; they help him to want to know what is good and help him to feel what is good; they help him to will what is good.

HOW TO TELL STORIES

1. Name and briefly describe the persons of the story.
2. Give the action.
3. Rise to mystery, suspense, surprise.
4. Tell the solution.
5. Tell the story as if you were seeing its events and those to

whom you told it could only know what was happening through your power to make them visualize it.

HOW TO USE STORIES IN THE HOME

1. Tell them as an antidote to stress, passion, unruliness and fatigue.
2. Encourage the child to retell them through words, drawings or through his own dramatic play.
3. Use them especially toward the close of the day to bring the children affectionately together.
4. Select and tell them for specific purposes in character training.

REFERENCES:

Bryant: "How to Tell Stories to Children."

Bryant: "Stories to Tell to Children."

Forbush: "A Manual of Stories."

Cowles: "The Art of Story-telling."

Partridge: "Story-telling in School and Home."

Keyes: "Stories and Story-telling."

St. John: "Stories and Story-telling in Moral and Religious Education."

Bailey: "For the Story-teller."

Houghton: "Telling Bible Stories."

BOOKS

The reading interests of children are parallel to their story interests. Usually the impulse to read is in order to be able to get at stories directly. The story interest is continuous during childhood and youth and, in the majority of cases, through life. Early likings all have to do with love of things involving rhythm, nature, wonder stories and stories of actual lives, and represent both the imaginative and constructive interests of child nature. The amount of reading steadily increases until its culmination from the twelfth to the fifteenth year. During the last two years of school, there is a decline which usually continues through life. The majority of persons after thirty-five are not readers except of the ephemeral.

The interests of boys and girls diverge beginning at about the tenth year. Boys read more in the field of action; girls in that of emotion. Boys read twice as much travel and history as do girls and two-thirds as much poetry and fiction. After the fever for reading, which culminates at fifteen, the youth reads more in the field of his individuality. Ten per cent. of the young people do 40 per cent. of the reading.

Reading material has been classified as books of knowledge and books of power, the former written for information and the latter to stir men's feelings and thoughts. Men must use the former as tools for their occupation. It is in connection with the latter that parents have concern. We should encourage young people not only to read books of power but the best books which impart power. Bad books are: weak books, vicious books and books beyond the child's comprehension.

Suggestions as to guiding a child to good books:

1. Start with the regular habit of story-telling.
2. Follow by the equally regular habit of reading aloud in the home.
3. Talk over what is read to the child and what the child reads himself.

4. Place within the reach of the child a good home library in which he may make discoveries for himself and form his own reading tastes.

REFERENCES:

Olcott: "Children's Reading."
Arnold: "A Mother's List of Books for Children."
Lee: "The Child and the Book."
Smith: "What Can Literature Do for Me?"

THE ARTS IN THE HOME

The artistic nature of the child seems to develop from three sources. First, the baby was attracted by glitter, bright light, color, rhythmic sounds and rhythmic movements. Children are interested in form before they are in color. They like to make a noise, to feast their eyes on dazzling colors, march to sharp rhythms and enjoy swinging, merry-go-round, etc. Brighter colors are favored first, but subdued tints later.

The next development toward art seems to come through play. Excessive energy is worked off through jumping, running, dancing and marching; through shouting, singing and chattering; through scratching and marks which develop into drawing. Children have a particular desire to represent, through drawing and painting, human faces, human bodies and human activities, and the early interest in these expressions is the first close relation to dramatic action.

When the adolescent period comes there seems to be an actual intensifying of the interest of young people toward color, music and beautiful forms. There is the desire for adornment and for the incitement of admiration, through posture, dancing, singing and display.

Children differ in their sensitiveness to beauty, partly because of the neglect of parents to present them with opportunities to see and feel various arts; partly through the neglect of the home and the school to interest and train the childish powers for expression in such directions; partly through the diversion of young people at an early period into work and money-making. It seems possible, therefore, through careful training, in the love of beauty and the enjoyment of life and in artistic expression, to work effectively in the direction of the development of the artistic sense.

DRAMA

The dramatic instinct passes through three stages:

1. Little children imitate the literal acts of people and animals in real situations;
2. At about three years they commence creating a play self, living in a play world, imitating the ideas rather than the acts of others;
3. At about ten years, while the second stage still continues, they begin to take pleasure in dramatic representations before an audience.

The value of the dramatic instinct.

1. It helps the child to realize his world and to organize his thinking.
2. He remembers best what he learns dramatically.
3. It enlarges his experiences, helping him to put himself in the other fellow's place.
4. It assists in matters literary, historical and concerning the spirit of other races.
5. It develops resourcefulness and the capacity for meeting novel situations.
6. It helps shape the child's ideals for his future.
7. It has moral value because it gives wholesome outlet to his energies, develops unselfishness and sympathetic imagination and gives the child opportunity to understand moral issues by having imitated the experiences of others.
8. It has great inspirational value because it carries adventures throughout life and offers, through hero worship, strong possibilities and incentives to keep noble ideals.

: The home has opportunity to develop and use the dramatic instinct in many ways, in the following order:

1. Dramatic play, imitating the actions and ideas of adults.
2. Dramatic games, playing out live experiences.
3. Social-dramatic play, or folk-dancing.
4. Dramatic parties.
5. Theatricals: charades, tableaux, story-playing, home plays.
6. Dramatizing work (putting the play spirit into work).

7. Home discipline through imaginative play.
8. Organizing clubs with dramatic possibilities, such as the Boy Scouts.
9. Dramatics in the church and the social circle.

MUSIC

Music is a language, an art and a science. We would like to have the child know it as a language for self expression, as an art for appreciation and as a science for execution. Our first effort with the majority of children must be to secure appreciation.

The child's sense of rhythm develops before his sense of tune; his sense of tune before the desire to use words. The development of music in the race has followed much this order. The desire of rhythm rather than verbal expression is a very noticeable part of early play. Later there is a close relationship between musical expression and the sex impulse. There is also an important relation to the moral life. With some, at least, there is close association between music and color.

Studies concerning children's early musical taste are incomplete. What we chiefly learn is that they early imitate not only the music but the musical taste of the home. Many a child is musical because of the presence of music in the home. The musical taste of many is perverted because of worthless music in the home. Family singing, performance upon some simple instrument, the use of graphophone and pianola and the early attendance of children upon concerts of good music are desirable as the background for musical instruction and appreciation.

The signs of musical talent in the child are these:

1. He likes to listen to various kinds of music, perhaps as early as four to six years.
2. He likes to make rhythmical sounds with a drum, whistle, horn or to strum simple strains upon the piano.
3. He retains musical airs and is able to repeat them.
4. He picks out tunes himself on the piano.
5. He shows signs of imitating tones.
6. He shows signs of ability to remember tones.
7. He develops likings for some particular instrument.

How soon the child should be taught music. According to Lavignac, the piano not before six, the harp at eight, singing not before nine, the violin later. Lavignac also makes these further suggestions:

1. The time for beginning should depend upon the child's health.
2. He should practice very briefly several times a day.
3. With elementary methods he should hear much good music.
4. The parent should not be the teacher

Methods for helping the child's music at home.

1. Call his attention to rhythm, good music as it is performed, music in nature (trees and birds) and musical tones wherever heard.
2. Encourage him to sing by rote long before he sings by note.
3. Show him that singing is story-telling and make each song attractive by showing the story it tells and telling stories about it.
4. Have the child hear plenty of good music.
5. Let technic come late.
6. Protect the voice of the child during the period of its change.

The special points which the mother needs to care for in developing the child's musical ability are:

1. Proper use of the speaking voice.
2. Natural range of the singing voice at different ages.
3. Special care during adolescence.
4. Finding the kind of training desirable for the individual child, such as: voice-training desirable for the individual; the choice of the instrument which the child shall learn to play.
5. Utilizing and encouraging the child's natural tendencies to compose tunes.
6. Developing the child's originality and at the same time his appreciation and correct performance.
7. Finding what higher musical training the child deserves and where and how to get it.

ART

The successive interests of children in pictures are as follows:

1. Interest in people in action in connection with familiar objects.

2. From six to ten an especial interest in people and things and familiar habits, and in pictures of story interest. There is no care yet for landscapes. The child likes humor chiefly in the form of humorous situations.

3. After ten the child likes to draw fanciful scenes and is interested in the scenic side of life. He has a sense of perspective and detail and shows an interest in landscape.

4. With adolescence comes a strong love for beauty in human form and in nature. Details now are of keen interest and so are pictures embodying allegories and parables.

In summary, the human interest is supreme throughout childhood. Subject is everything; the composition or art history is nothing.

Suggestions for developing the artistic sense:

1. Bring to the child's attention nothing but good pictures, clean outline, good composition, clear color, strong human interest. Keep from him the Sunday supplement or the "funny" column in the newspaper, or any pictures that misrepresent the human figure or the scenery of life.

2. Let him endeavor to express himself early through drawing, color and composition, making their use one of his languages.

3. Encourage any mark of unusual ability by simple lessons at appropriate times from masters known to be of good technie and honesty.

4. But especially develop the power of appreciation at all ages, by discriminative study with the child of illustrations in the home library, by choosing the best pictures in the local gallery and by going to see special exhibits. When he is old enough supply him with a few books of choice reproductions in color and with books on the appreciation and biography of art.

REFERENCES:

Emery: "How to Enjoy Pictures."

Caffin: "A Guide to Pictures for Beginners."

Mason: "A Guide to Music."

Kobbé: "How to Appreciate Music."

Lavignac: "Musical Education."

Burton: "How to See a Play."

Needham: "Folk Festivals."

Kotzschmar: "Half Hour Lessons in Music."

Bentley: "Play Songs."

Perry: "When Mother Lets Us Act."

Gulick: "The Healthful Art of Dancing."

HOME EDUCATION

There is a new tendency to-day that is carrying education back into the home. This comes from a recognition of the opportunities of the mother as teacher, particularly of very young children, of the home as a laboratory for practical training, and of the fact that the young child lives most of his life in his own household. Home education seems to function chiefly in the following fields:

I. EARLY BEGINNINGS IN THE HOME. The school gratefully recognizes the value and importance of what wise mothers do in preparing little children for school life. The functions of the home are chiefly these:

1. Care of health (see "Physical Problems" in this outline).
2. Sense training (see "Sense Training" in this outline).
3. Motor training (see "Motor Training" in this outline).
4. Educative play (see "Play" in this outline).
5. The habit of alert obedience (see "Government of Children" in this outline).

II. INTENSIVE TRAINING. Considerable public interest has been aroused in the results of the home training by parents of certain individual children throughout the entire period of school life. Notably the children of Professors Sidis, Berle, Norbert and Weiner and of Mrs. Stoner, in our present day, and of Herr Witte of a century ago, are cited as indicating the possibilities of bringing children forward rapidly and thus saving several years of their lives which would otherwise be at least partially lost. The specific result of these endeavors seems in all cases to be somewhat similar. These children are possessed of an immense store of facts; they usually develop very early a mastery of other languages than their own; they are in the habit of listening to and taking part in serious conversation, and they learn to become interested in studious work and educative occupations.

We have few detailed records of the methods that were used with these children. We gather, however, that in each case the

parents have given a great deal of time and intelligent thought to the constant teaching of their children, beginning almost at birth. They have made all conversation, particularly at the table, bend toward serious things; they have, from a very early period, begun with the child the mastery of a spoken knowledge of other languages, and they have believed that the game of knowledge is as interesting as childish sports.

The advantages of such training are: the substantial saving of time, the actual acquisitions which concentrated individual application by teacher and pupil can furnish, and the sense of mastery for the further intellectual tasks of later life.

It is somewhat hard to judge these cases fairly because each of the children has had a somewhat extraordinary intellectual inheritance. The lesson to the average mother is that if, particularly in the two or three years before school, she will pay as much attention to educative play and activities as to that which is trivial and useless, she may fairly expect to give her child at least a year or two years' start of other children, which is perhaps as much as is wholesome in the present social situation. To do this much is certainly a privilege and an opportunity.

Educators and moralists alike have always emphasized the importance, in the gaining of knowledge, the forming of habits and the establishing of general tendencies, of the first seven years of life. These years are largely in the hands of the individual mother, and it is probable that few of us have any appreciation of what may be accomplished during the years in the home by an attentive and intelligent mother in settling the presuppositions and substantial foundations from which may easily develop a broad intelligence, an earnest purpose and a commanding power of what is worth while in life.

The influence of good examples of home training upon public education is bound to be considerable. We are learning the necessity of smaller classes and more individual attention in school, and when we learn how much better progress mothers can show in the early grades by such a method we shall be the more ready to adopt ingenious devices for sub-dividing classes and giving attention to the neglected individual in our public education.

III. HOME STUDY (see "Home Study" in this outline).

IV. SCHOOL CREDITS FOR HOME WORK. This movement, started by Superintendent L. R. Alderman of Oregon, for crediting upon the school records chores and useful tasks done at home, is an endeavor both to make school life more practical and also to develop in children companionship with their parents in home tasks. It is a new endeavor to join brain and hand in education. The project began in the country and was at first applied chiefly to farm tasks and housework, but a thorough, ingenious and elaborate system of credits has been worked out for recognizing work done in city homes and also even of the reading of good books, church attendance, Sunday school attendance and acts of unselfish service. The possible disadvantages of the plan are the artificiality of the scale of credits adopted. But to those to whom it does appeal it would seem to be a very effective device for attaining the end desired. Some of the same effects may be produced with young children, at least, if the mother establishes her own system of credits, reversing this plan, and recognizing in the home by suitable rewards work in the school as well as home helpfulness.

V. THE HOME AS A LABORATORY. There seem to be considerable opportunities for using the home equipment as laboratory material for school instruction, particularly in the teaching of the home arts. The so-called "Crete plan," which has spread widely in Nebraska, is one by which domestic science classes go to the homes of a number of mothers near the school and utilize the home kitchen and dishes, working in coöperation with some of the best housekeepers. The "Massachusetts home project plan" for agricultural education involves the use of the home farm or garden for scientific agricultural instruction, in which the father, incidentally, as well as the child, learns wise and important productive methods.

VI. AFTER SCHOOL ACTIVITIES. There is great opportunity for broadening the mental life and outlook of the child through table talk, etc. These opportunities are fully discussed in the section "After School Activities" in this outline.

VII. EDUCATIONAL HOME EQUIPMENT. The home may definitely and consciously supplement the school by providing for

its children, according to their needs, many articles for family use which will be of immense educational usefulness to the child. Among these the mother will at once think of: the library, music and musical instruments, pictures, the garden, pets, the stereoscope and travel pictures, a small stereopticon, a radiopticon, etc.

REFERENCES:

Hillyer: "Child Training."

Alderman: "School Credits for Home Work."

Bruce: "Psychology and Parenthood" (Chapter IV "Intensive Child Culture").

"The Massachusetts Home Project Plan for Agricultural Education."

Forbush: "How to Do Home Work Right."

SCHOOL

Education represents the endeavor to make desirable changes in human lives.

Education represents two standpoints: what humanity has to teach and what the child is to become. For the former, education means acquisition; for the latter enrichment. Thorndike has made a larger list of the aims of education as follows:

1. Happiness.
2. Utility.
3. Service.
4. Morality.
5. Perfectionism—"perfection of all one's powers," or "complete living."
6. Natural Development.
7. Knowledge.
8. Mental Discipline.
9. Culture.
10. Skill.

Thorndike's seventh item comes under the head of education as acquisition; the other items under the head of education as enrichment.

Education as acquisition offers the child three main subjects of study: morals, nature study, human study. Human study (including history, literature, psychology) answers the question How; nature study (including geography, biology, geology) answers the question Why; morals answers the question Whence. These are the things that humanity has decided to be worth while and a knowledge of these things is in order that the child may possess the treasures of his race. Such education, at its best, teaches the child to like what he should.

Education as enrichment has two objects: to teach the child to want things and how to find things. It endeavors to reach the

child according to the order of his development. Its creed has at least three items:

1. A child is endowed at birth with certain latent forces and powers which education may bring out and foster.
2. The child is better able to teach himself than we are to teach him and he will do so if we give him opportunity.
3. Certain elements in child nature should be developed harmoniously and simultaneously; not one at the expense of another.

Education as enrichment will take out of the child's way all that impedes his growth and furnish him with the best instruments for use at each stage of his development.

1. Some of the chances the child ought to have are: health, leisure, freedom.
2. Some of the obstacles to be taken away are: his suppression, isolation, lack of system.
3. Some experiences that help his development are: inner experiences of thought and choice, self help, vital interests.

SOME OF THE METHODS OF EDUCATION, condensed largely from Thorndike, are:

1. "Studies" chosen according to their worth and arranged in the sequence of the child's interest and in close correlation with each other.
2. Men and women as teachers.
3. Personal rather than textbook teaching.
4. Methods for habituation, such as getting a good start, teaching by constancy, use of repetition.
5. Methods for analysis.
6. Realistic or laboratory methods.
7. Inductive methods.
8. Expressive methods.
9. Showing rather than telling.
10. Questioning.
11. Developing methods, thus getting the pupil to do things for himself by doing little for him.
12. The method of discovery.
13. Teaching children how to study.
14. In moral education, imperative, suggestive and per-

susasive methods, substitutive methods, requirements and punishments, personal example.

SPECIAL MODERN PROBLEMS OF THE SCHOOL:

1. How to reach all the people for the whole curriculum.
2. How to make the school part of real life.
3. The problem of expense.
4. The problem of ignorance in school management.
5. How to fit children for vocations and yet give opportunity for culture.
6. The problem of moral education.

See also "Vocational Education."

REFERENCES :

Thorndike: "Education."

Bolton: "Principles of Education."

Blow, Hill and Harrison: "The Kindergarten."

O'Shea: "Dynamic Factors in Education."

Perry: "Wider Use of the School Plant."

Hall: "Educational Problems."

Carney: "Country Life and the Country School."

Ayres: "Laggards in Our Schools."

James: "Talks to Teachers."

HOME AND SCHOOL

The relations between the home and the school are natural and should be most close and cordial. These two institutions divide the waking hours of the child and they should share their responsibilities.

What the home should expect of the school.

1. Sufficient equipment for the care and teaching of children.
2. Hygienic conditions.
3. Intelligent and skilled supervision.
4. Intelligent and consecrated teachers.
5. A curriculum planned for the needs of the child and of the age.
6. Individual care of each child.

What the school should expect of the home.

1. Sympathetic interest and intelligence.
2. Personal knowledge of the school.
3. Support of movements for larger school force.
4. Support of the movement for better educational advantages and methods.

How the school and the home may be related:

The coöperation of mother and teacher may be brought to pass in some of the following ways:

1. Visiting by the teacher. It is to-day nearly impossible for the average school teacher to visit all the homes of her pupils. We therefore need two new professional offices, the visiting school nurse and the visiting teacher, whose only duty is to come to the homes of the pupils. Teachers would still, however, wish to accept special invitations to homes.

2. Visiting of the schools by the parents. In no way can the mother get a closer knowledge of the child than by watching him in study habits and school behavior.

3. Home and School Leagues; Parent-Teacher Associations. The purpose of these coöperating organizations of teachers and parents is to enable parents to learn more about the school and its conditions; to help the teachers to understand better the aspirations of the parents, and to secure and hold their loyalty to a better community life so far as it relates to school children, by such activities as mothers' classes, school gardens, social centers, etc., and to study and help solve the larger social problems that relate to the life of the young.

REFERENCES:

Grice: "Home and School United."

Perry: "The Wider Use of the School Plant."

AFTER SCHOOL ACTIVITIES

HOME STUDY

Suggestions for helping children to study at home:

Have a quiet place at the proper temperature, well ventilated, and lighted. Provide whatever seclusion may be possible and guard the child from unnecessary interruptions. If he studies in the afternoon be sure that he takes at least a short time for relaxation before he begins to study, and a little time afterward, just before supper. Do not let him study up to bedtime. A writer in *American Motherhood* has recently suggested the practical method for quiet study noted below:

1. Ask the child what the purpose of the specific lesson is.
2. Encourage individual thought.
3. Encourage concentration by saying, "Now here is a spelling-lesson of fifteen words. I want to see how many minutes it will take to learn every word. If you get through in time you will be able to do this or that."
4. Seize upon every opportunity for the practical use of what is learned. Mrs. Manchester tells of a child who, when a strong alkali had been spilled upon the carpet, rushed for the vinegar cruet and applied the vinegar, instantly restoring the color. She remembered her lesson of the day before, that an acid will neutralize an alkali.

The following suggestions are largely based upon Lida B. Earhart's "Teaching Children to Study":

1. The mother must assume the position of helper and not of driver.
2. In all her helpfulness the purpose should be not merely to master one lesson but to discover the possibilities afforded by each lesson in training the pupil in thoughtful ways of working.
3. In helping little children reasons are not always necessary to the mastery of the process.

4. With older children the first thing to do is usually to help the child clearly to see just what his actual problem is.
5. As the child does his work, the mother should help him to read correctly, to observe carefully, to analyze the fact or the poem.
6. In all home work the mother should stimulate the child to work rapidly, perhaps by a time limit.
7. The mother should make available to the child every possible home help, such as the encyclopedia, the atlas, the home library, and show the child how to use them.
8. The mother should endeavor carefully to use the special methods which the teacher advocates. When she can't do this, it may be wise for her to visit the teacher and learn how to do so. If this is not feasible, the mother may at least encourage the child to recall the right method so far as possible and keep him faithfully to his standard.
9. The responsibility is to be placed more and more upon the child and less upon the mother so that the child may become more independent in his study and able to solve a larger proportion of his problems without help from another.

TABLE TALK

The value of table talk:

1. It develops the child's senses.
2. It develops his taste.
3. It gives him general information.
4. It brings ability to talk well.
5. It adds to family cheer.
6. It cements home friendship.
7. It brings perfect confidence between child and parents.
8. It makes home ideals contagious.

Suggestions for good table talk:

1. A "Moderator," some one to start and guide the conversation into the best channels.
2. A subject for conversation planned beforehand, such as, things seen, things read, familiar events, reminiscences, novels and plays summarized, hobbies, travel talk, humanitarian movements, civics, humor.

3. Interesting guests.
4. Educative games at table.

THE CHILDREN'S HOUR, or the Home Club

Values:

1. It is organized companionship.
2. Persuades the child that at home is the best time.
3. Develops loyalty.
4. Encourages confidence and mutual understanding.

Suggestions:

The Children's Hour, or the Home Club should be when the entire family is together, and may have the following activities:

1. The setting apart of a definite hour of a definite evening in the week when the entire family shall be at home.-
2. Family play and games.
3. Reading aloud.
4. United study.
5. Home dramatics.
6. Entertaining guests.

PETS

The history of the interest of children in pets is as follows:

1. Fear.
2. Interest in and curiosity concerning their motions and their traits.
3. Love of play with animals, particularly for the sake of using them in play.
4. Love for pets themselves.
5. Interest in their money value.
6. Interest in their care and safety.

The value of pets to the child:

1. They lure the child to physical action.
2. They teach the necessity of care and responsibility.
3. They teach the importance of implicit obedience.
4. They develop unselfishness.
5. They illustrate facts as to reproduction of life.

The choice of pets:

1. Puppies, because they are playful. However, they are

sometimes treacherous, particularly if they are not treated gently.

2. Cats, because they are good playfellows. They are objectionable, however, as carriers of disease and destroyers of birds.
3. Ponies, because of their size and usefulness.
4. Donkeys, because of their size and opportunities for usefulness.
5. Canaries, because of their beauty and singing. Robbing them of their liberty, however, makes them undesirable to some.
6. Doves and pigeons, because of their beauty.
7. Hens and chickens, because of their interesting activities.
8. Parrots, because they can talk.
9. Rabbits, because of their gentleness.
10. White rabbits, because of their interest.
11. Belgian hares, for the same reason.
12. Squirrels; red ones because they are so bright and gray because they are so mischievous.
13. Guinea pigs, because of their tiny size and cunning shape. However, it is difficult to keep them clear of vermin and their shelter free from odor.
14. Calves, because of their playfulness and usefulness.
15. Lambs, because of their gentleness.
16. Toads, because of their interest.
17. Turtles, because they are so curious.
18. Aquaria and vivaria, because of the varied and interesting life of the goldfish, polywogs, turtles, caterpillars, etc.

General suggestions as to the care of pets:

1. Insist upon regular personal care by the child.
2. If this is not given, dispose of the pets.
3. Remember that only a few pets like to be handled.
4. Give full liberty to wild animals and birds caught when young.
5. Encourage the child to study pets individually.
6. Encourage him to keep a note-book in which he records their cunning actions and clever tricks.

NATURE STUDY

The values of nature study (condensed largely from Hodge's "Nature Study and Life") :

1. Economical. Care of animals, cultivation of the earth, destruction of pests increase one's income and work for the human good.

2. Esthetic. Nature study enables us to fill our homes with the most beautiful things obtainable, and to instill the habit of creating and preserving natural beauty.

3. Educational. "Give children large interests and give them young." There are no interests larger than those of nature. No interests are more educational than those which involve the activity of the child. Such activity is absolutely necessary to nature study.

4. Social and Moral. Nature study develops social feelings, moral ideals and the spirit of reverence.

The following suggestions are largely taken from Scott. They apply to the home as well as the school.

Nature study implies real study; that is, personal investigation of nature under actual conditions. It should be suggested to each child individually and from the standpoint of the child's own mind.

The purposes of nature study in the home are:

1. To awaken interest and cultivate sympathy in the child.
2. Cultivate his higher nature and lead him toward the essentials.
3. Develop the intellectual powers and form right habits.
4. Enable him to work with his hands.

Suggestions for nature study in the home:

1. Listening to myths, legends and poems and studying pictures of plants and animals.
2. The regular care of pets.
3. Some knowledge of the weeds and insect pests and the stimulation of the child in crusades for their destruction.
4. Making a flower garden.
5. Garden work.
6. Studying shrubs and trees and setting out small trees.
7. Hunting, gathering and studying wild flowers.
8. Learning to watch for the birds, record their spring arrival and to distinguish bird-songs.

9. Taming and feeding of birds.
10. Care of domestic animals, making an aquarium, etc.
11. Competition in flower-rearing.
12. Preparation of fruit or garden products for local exhibition.
13. Joining a club for the protection or study of birds, a humane society or a garden club.

COLLECTING

The collecting instinct, as studied by Burk, has the following interesting developments:

1. It begins in early childhood, develops rapidly after six years of age and is strongest from eight to eleven, after which it declines.
2. Remarkable variety is shown in the kind of things collected, since collecting seems to be largely due to circumstances, environment, suggestion or imitation.
3. Certain collections which are more permanent follow the line of special interests, of which the nature interest seems to be strongest; then comes the collecting of stamps, pictures, books, etc., and, to a lesser amount collections which demonstrate the play interests. Interest in nature and play-collections grows with age. Collections during adolescence are largely along sentimental and social lines.
4. Interest in quantity rather than in quality is noticeable all the way along.
5. Collections of young children are the result of gifts; (of school children) of school or other ambitions; (of adolescents) of their own exertions, coupled with some buying and trading.
6. At no stage do children usually show much interest in classification. They arrange objects according to their own taste, sometimes on the basis of color or imagined beauty.
7. The fact that during the common school years this interest should be at its height and is most subject to suggestion indicates that this is the time to send children forth to gather nature's stores and objects that have some connection with their school subjects, thus utilizing these eager interests for visualizing and focusing text-book knowledge.

REFERENCES:

Comstock: "The Pet Book."

Higgins: "Little Gardens for Boys and Girls."

Trafton: "Methods of Attracting Birds."

Dugmore: "Nature and the Camera."

Hodge: "Nature Study and Life."

Ball: "Star Land."

Lounsberry: "The Wild Flower Book."

Beard: "Field and Forest Handy Book."

Gunnell and Swan: "Harper's Camping and Scouting."

Gibson: "Camping for Boys."

Marks: "Vacation Camping for Girls."

Burroughs: "Wonderland of Stamps."

Rawlings: "Coins and How to Know Them."

Kelly: "The Boy Mineral Collector."

Hall: "The Boy Craftsman."

Johnson: "When Mother Lets Us Help."

Chittenden: "The Child Housekeeper."

EXCEPTIONAL CHILDREN

Of course it is not possible in a few words to give accurate information concerning the classification of exceptional children. The following general classification of *defectives*, based largely upon Groszmann, is helpful:

- I. *Congenitally Abnormal Children* (deviating from the standard of human nature).
Idiots, feeble-minded, insane, criminals, and moral perverts.
- II. *Congenitally Defective Children*.
Epileptics, blind, deaf and dumb, etc.
- III. *Children of Arrested Development*.
 - (a) Submerged Classes.
 - (b) Pathological Classes (born apparently normal, but having their development checked by):
 1. Hereditary causes, manifesting themselves at certain development periods.
 2. Disease, fright, etc.
- IV. *Atypical Children Proper* (deviating from the average human type).
 - (a) Neurotic and Neurasthenic Children.
Overstimulation and precocity. Irritability. Perverse tendencies. Contrariness. Motor disturbances.
Tic. Fears and obsessions. Vasomotor, sensory and trophic disturbances. Defective inhibition.
 - (b) Children of Retarded Development.
(Dr. Barr's "Backward Children.")
Physical causes: chronic catarrh, chronic difficulties of nutrition, serious visual and aural difficulties, etc. Impaired conceptional ability due to retarded brain development.

V. Pseudo-Atypical Children:

- (a) Children Whose Progress in School was Hindered by
 - 1. Temporary illness.
 - 2. Change of schools.
 - 3. Slower rate of development.
 - 4. Physical difficulties such as lameness and deformity, slightly impaired hearing and vision, adenoid vegetations, etc.
- (b) Children of Unusually Rapid Development, without genuine (pathological) precocity.
- (c) Children who are difficult of management, naughty, troublesome children.

The largest portion of backward children are those enumerated by Groszmann as pseudo-atypical children, those whose deviation from the average type is only apparent and is probably temporary. They have been affected by certain misfortunes or neglect, they have suffered from temporary ill health or they are developing at present more slowly, although later, under better conditions, they may come along more satisfactorily than heretofore.

For children for whom parents feel such concern, simple tests are valuable, of which the Binet-Simon are best known. It should be remembered concerning these tests however that in order to be correct they should be given under the most favorable conditions by persons who have served an apprenticeship in the laboratory or who possess other knowledge of psychological experimentation.

As for the *exceptionally bright child*, there are several classes. Groszmann names four:

- 1. Children endowed with a largely mechanical mind. They have a really mediocre mind, but they have an unusual capacity for acquiring knowledge.
- 2. Children whose physical and mental growth have been more rapid than that of ordinary children. Such children, so long as their physical health keeps up with their mental achievements, should be afforded every opportunity to push forward without interruption.

3. Children in whom one faculty is developed at the cost of other faculties. Such children should not be given ordinary treatment, but should be afforded special training according to their health and their especial bent. Efforts should be made to strengthen the so-called strong points so far as it is safe to do so.

4. Children of nervous temperaments. These children need very close study so that the best measures may be used.

Another authority finds three classes. First, there are those who are intellectually bright, emotionally stable, physically well. These are the real geniuses. They are not to be crushed by the lock-step of educational methods. They should be carefully set out, segregated and allowed opportunities to grow. Second, are the children who are generally bright but unstable, neurotic, excitable and perhaps physically subnormal. Properly safeguarded, such children may develop really superior qualities and become leaders. Third, are the children whose precocity is due generally to the imagination. Such children, being extremely impressionable, may easily be unduly encouraged, to their later hurt.

REFERENCES:

Ayres: "Laggards in Our Schools."
Shields: "The Making and Unmaking of a Dullard."
Holmes: "The Conservation of the Child."
Breckenridge: "The Delinquent Child and the Home."
Morgan: "The Backward Child."
Stern: "The Supernormal Child" (Journal of Educational Psychology).

SOCIAL PROBLEMS

COMPANIONSHIP

Development of the Social Instinct:

- 0-1. Interest entirely in adults; dependence and imitation.
- 1-7. Interest chiefly in children, characterized by extreme egotism and self seeking; children stay together but play alone as individuals.
- 7-10. Interest in children; children play together but individualistic games and competitions; lack of permanence in friendships.
- 10-17. The gang period, of group association, chiefly for team-play.
- 17-21. Interest in the chum or in one of the other sex; more exclusive and permanent friendships.

The little baby is relatively solitary. The first year of life is probably the only one in which a human being does not care what others think of him. Toward the end of this year and thereafter the instinct of imitation leads the child to copy first the acts and then the ideas of those about him, at first chiefly of adults and then of other children. The emotion of pity or sympathy appears even before the child has words to express it, and binds him to those he loves even after absence. The instinct to show off appears in the second or third year, and is shown first in the presence of adults, then with children. Among some children leadership develops whenever they play with those of their own age. These four: imitation, sympathy, showing off and leadership (or following) are the basis of our social attitudes.

The little child, up to the kindergarten, plays solitarily even when with other children. His sense of proprietorship is more keen than that of justice or courtesy, and he wants his own

things and to play in his own way. Sociability gradually develops, partly through the insistence of adults and partly through some joy in being where others are and in doing with them some things he cannot so well do alone.

The school child plays with increasing joy with those of his own age, mostly competitive games. The qualities he admires in a playmate are enterprise, boldness and leadership. There is lack of permanence in companionships. They need suggestion and regulation from parents. A few children maintain a solitary preference throughout childhood.

At about ten gangs and sets form, of children of the same sex, and become universal. They exist, among boys, for outdoor play and predatory and adventure purposes; among girls, for indoor occupation and games, chiefly.

During adolescence friendships become more selective and exclusive, and the chum gradually becomes more important than the crowd. In early adolescence there seems to be repulsion between the sexes, which yields to lively interest and attraction. This is shown in seeking social and private opportunities to be together, joining the same clubs or social organization, giving parties, attending dances, etc. The pairing-off tendency comes at about the time when the chum-tendency appears.

Suggestions:

1. During the first year the child is more passively subject to suggestion than ever later. Unable to talk, he receives rather than gives. The habit of pleasant play with adults should be formed then.
2. Since sociability develops slowly, the adult should retain a large part in the play life of the child clear up to the gang period. During these years of fickle friendships undesirable companions are easily dismissed, and experimental ones taken on. Since social adjustment is yet incomplete, teasing and bullying and quarreling are common. The alert parent protects the weak, yet does not suffer him to be a cowardly nuisance to the strong; he puts the bully up against things and persons of his size; he tries to make him a chivalrous leader and guardian of the small; he keeps brothers and sisters who never get along somewhat apart and encourages outside friendships.

3. The gang is to be favored, assisted with play material, chaperoned and joined by the parent, and so made harmless.

4. Early friendships between the sexes are to be taken as a matter of course, the "sweetheart" is to be brought to the house like any other young friend, parties, etc., are to be given and a jolly home social life developed, to help break up too early exclusiveness.

Companionship brings its own problems, which are briefly stated and discussed below:

I. THE HOME AS A SOCIAL CENTER. For several years the home may monopolize the child's companionships, but soon after going to school this becomes impossible. The tendency of the mother is to restrict play with other children to those of her own selection and to the home grounds. Both are unwise, the former because the child has certain likings and even rights in friendship which the mother should respect, and the playmate who is disliked by the mother may not be wholly bad for the child; the latter because if all children played only on the home grounds they would never meet other children. The mother's task here is one of great discrimination and tact. Evidently the home should exercise frequent though simple and inexpensive hospitality, that the parents may know thoroughly their children's chums. This is as true of the girls the boys like as well as of the boys they like. There are large opportunities, in keeping the child's confidence, in parental help, in training in hospitality and social arts, by maintaining this attitude.

II. GETTING ALONG TOGETHER. There must be a progressive adjustment of parents and children, as there was earlier of the parents to each other. Most important is it to keep the child's confidence and to give one's own; to see the child's viewpoint frequently and afresh; to recognize the hours favorable to communion and those best devoted to solitude; to be friend to the lonesome child; to give poise to the one of passionate attachments. Then comes the difficult matter of helping older and younger children to live together: to train the older to protect the younger; to train the younger not to capitalize their smallness in teasing the older. The largest problem is to develop a clan spirit, a household loyalty, which shall not only involve

family convictions and traditions and pride, but which shall protect the children when they go forth against popular but less admirable ones.

III. BOYS AND GIRLS' CLUBS. The tendency of the gang or set to take organized form is fortunate, for it gives the opportunities of identification and guidance. Ideally, each neighborhood should have two or more such clubs, whose activities are helped by one or more of the parents. There is an abundance of such wholesome organizations in schools, and churches have a privilege in giving shelter to neighborhood and local groups. Boys tend to organize for lively physical play, girls for this to a lesser degree and more for sociable work. Secret societies among the young are pernicious. Among nationally organized clubs, the Boy Scouts and the Campfire Girls represent standardized return to certain wholesome crafts, the Knights of King Arthur a free expression of certain idealisms, the Christian Endeavor and similar societies, exercise in definite religious activities.

IV. PARTIES AND ENTERTAINING. The child passes through three stages of interest in social gatherings.

1. The little fellow likes to go to parties and when he is there to play by himself.

2. The child entering school and for several years after likes to play actively and noisily and to show off, measuring himself with others by rivalry.

3. Gradually interest develops in quieter and more intellectual games and adolescent young people prefer such games as cards, "progressive" games and dancing.

Children like at their parties plenty of jolly active play of a competitive character and plenty of the usual refreshments. These may be consistent with and lend themselves to simple, unaffected courtesy. Among adolescents there is a desire that "the set" should be invited and that the activities should be less romping and more formal and conventional. To these desires cards and dancing lend themselves. Many homes are still discussing whether these amusements shall continue to be entirely disowned, if possible, or adopted into the home circle. In general, the tendency is to the latter decision, though the

present popularity of unseemly and ungainly types of dancing makes the problem somewhat difficult to those who see in the dance a historic and beautiful form of joyous social expression. The problem is intertwined too with the frequent craze among young people for extravagance and excess.

V. FIRST LOVE. One of the later expressions of the social instinct is the appearance of sentiment or sentimentality between young persons of tender age. Evidently the home should remain sympathetic, even though the young seem silly; the "courtship" should be normalized by treating the lover or sweetheart so far as possible like any other friend of the family, stating a rigid but kindly code as to chaperonage and excursions, keeping the element of freedom in the friendship open as long as possible, retaining the spirit of challenge by exposing each to as many other worthy young persons as possible, and insisting that the family as well as the child shall be recognized in the outcome.

REFERENCES:

- Puffer: "The Boy and His Gang."
- Forbush: "The Boy Problem."
- Hall: "Boys, Girls and Manners."
- Mott: "Home Games and Parties."
- Bailey: "Children's Book of Games and Parties."

VOCATIONAL OPPORTUNITIES

One reason why so many young persons make wrong choices is because they do not have a knowledge or experience of the vocational opportunities that are available. Far-reaching changes have taken place of which they have no conception. Some of these are as follows:

1. The introduction of labor-saving machinery, reducing the demand for skilled artisans and tending to destroy the apprentice system.
2. The success of trades unions which, while often protecting their members from unreasonable requirements and inadequate wages, sometimes hamper the ambitions of young people by limiting the proportion of those who are anxious for work and holding down the productiveness of those most skilled.
3. The movement of the population toward the larger cities has narrowed the variety of industries that are carried on in the smaller places. This materially limits the choice of boys and girls.
4. The development of seasonal industries which keep persons busy only for a few months, and of local industries which are successful only in limited districts of the country.
5. The effect of emigration in bringing into the skilled trades carefully trained German artisans and crowding unskilled occupations with ignorant men from southern Europe.
6. The influence of race prejudice in limiting the possibilities of certain races, such as negroes, Chinese, etc.
7. The entrance of women into daily work, monopolizing work and lowering wages in certain lines.
8. The passing of a great many industries, such as general stores and grocery stores, into the hands of enormous syndicates and the consequent lessening of opportunities for the individual owner.
9. The prolonged preparation and expensive training necessary for certain professions.

The result of the ignorance of young people is that they make some sad mistakes. Some of them leave school so early that they have no foundational training. Some of them are so short-sighted that they take work because it pays well at the start, not realizing that the work that is worth while pays little at first.

Certain things are needed in order to save this frightful waste of life.

1. The school must prepare every class, not the professional class only, for life.
2. The individual child must be more carefully studied so that he may be understood and placed in the right occupation.
3. We must multiply and make more intelligent the coöperation of home, school and society.

VOCATIONAL EDUCATION

Vocational education includes the kind of training which tends to reveal to young people their capabilities and to prepare them for their callings. There are certain well marked tendencies in vocational education to-day. Among them are these:

1. Vocational education is democratic. It is an endeavor to prepare for every kind of toil.
2. Vocational education regards girls as well as boys, recognizing them as a large and increasing industrial factor.
3. Vocational education studies the man more than the job. It endeavors to give culture to the artisan as well as vocational guidance and to make him a master and not a slave in his life work.
4. Vocational education begins at about ten years, after the child has mastered the common-school branches.
5. After this the grade courses begin to differentiate, training the pupil's mind and laying the proper foundation.
6. Vocational education endeavors to retain the young people in some kind of technical training until they are at least eighteen.
7. Vocational education will not drop the youth after he has left school, but will continue to assist in placing and supervising him until he is where he belongs.

Some of the methods of vocational education are these:

1. Utilizing the constructive instinct in the elementary grades and making simple studies of model industries.
2. Reserving the first six grades for general training and the last six for vocational training, thus covering the gap which used to exist at the door of the high school.
3. Introducing so-called industrial schools, which are also intended to be an antidote to the migration from school which comes at about thirteen and fourteen.
4. Part-time schools, arranged so that the youth can gain skill

as well as a knowledge of work, spending part of his time in the shop and part in the school.

5. Selecting and training special teachers for this new and important field, giving them the privilege of reward and recognition.

VOCATIONAL GUIDANCE

Vocational guidance becomes a necessity, for the following reasons:

1. The child's ignorance of his own capabilities.
2. His ignorance of more than a limited range of occupations.
3. His ignorance of the demands of employers.
4. His desire for a position in which he may either command others or dress like a gentleman without having a knowledge of the preparation necessary for such a position.
5. The fact that children rather than the parents determine a child's future.
6. The fact that so many persons to-day work to spend rather than to save, not knowing that work can in itself be a joy, and caring chiefly that its recompense should buy pleasures.
7. Society cannot afford to waste its chief asset.
8. Without skilled artisans, our nation cannot have a bright future.
9. In communities where there is no employment that is worth while, lives are literally being wasted, unemployment will always be common and old age pensions will be necessary.
10. Since genius is just as likely to be born among the poor as among the rich, we must search it out wherever it exists.
11. We desire skilled artisans so that we may have contented citizenship.

The aims of vocational guidance are these:

1. To study the needs and abilities of each individual child. These may come from what he reveals of his own aspirations, from his study of himself, from his school records, from psychological tests, from coöperation with the knowledge possessed by parents, teachers and friends.
2. To broaden and extend the child's preparation for life.
3. To study the industrial opportunities that are available.

4. To place the child with satisfaction to himself and his employer.

The agencies of vocational guidance are these:

1. The schools and their committees of special teachers.
2. The church, through its influence in inculcating ideals and motives which ought to underly every life choice.
3. The home. The home may study the child's development most minutely. It can give opportunities for play and work that are valuable tests and experiences. It can give attractive summertime experiences. It can afford the child inspiring reading about the world's callings. It can bring in guests who are doing good work. It can show the child the difference between what he desires and what he is competent to do. It may hold up the durable satisfactions of life. It may discover possibilities which even the school may never find. It may reveal to the child the fact that life is a mission as well as a career.

The home may do much in the way of detecting early indications of vocational talent. If the child is going to be strong in the realm of concrete thought he is quite likely to show evidences of skill at an early age; if his calling is likely to be in the realm of the abstract his knowledge and tendencies are not so easily discerned. The child, for example, who is likely to become a writer will not be discovered early. On the other hand, the coming engineer often gives promise when young. An interest in outdoor work, chemicals and wood-work is always suggestive. If the child shows an assiduousness for tools, we have some light upon his future. It would be a mistake to make decisive judgments, but it would also be a mistake not to observe his ability and take note of it for future reference.

Some help is afforded the parent's first endeavor to guide the child toward proper vocational opportunities by noting the development of the child's instincts. So far as interest and adaptability are concerned, certain specific instincts seem vital to different occupations. Some of them are as follows:

Farming Occupations. The nature-loving instinct; the child's attitude toward the earth—playing with it, digging, etc.; his attitude toward plant life—nutting, berrying, etc.; love of ani-

mals—the child's attraction toward them, love for pets, care of pets, etc.

The Building Trades. The underlying instinct is the desire for shelter, the instinct for workmanship, the child's ability in building with playthings, making doll-houses, play houses, etc.; the child's work with clay.

Engineering. The underlying instinct is the love for machinery and ability in its manipulation.

Commerce. The underlying instinct is the property and money sense, love of barter, plodding.

Domestic Science. The underlying instinct is interest in home life, desire and aptitude for cooking and cleaning, tendency towards caring for things, love of dolls and children.

Teaching. The underlying instinct is the parental one. Later the underlying basis is a sense of justice.

Medicine. The underlying basis is love and sympathy, a fine sense of observation, delicate command of the fingers, courtesy, graciousness and conscientiousness.

The Ministry. The underlying basis is awe and spiritual insight, general religious feeling and character, scholarly instincts and human sympathy.

In noting all these traits and tendencies the parent has the following points to consider:

1. How far it is desirable or feasible to give the child home occupation.
2. Determination whether the instinct is so proportionate, so powerful, as to be a guide to vocation or whether it is just a tendency or whim.
3. Deep personal interest of the parent in the child's interests and aptitudes as they appear.
4. Keeping as many doors open as late as possible, meanwhile giving the youth practical experiences in several directions.
5. Counseling with teachers and others who know the youth as the time for definite decision draws near.

REFERENCES:

Munroe: "New Demands in Education."
Taylor: "Handbook of Vocational Education."
Snedden: "Vocational Education."

King: "Education for Social Efficiency."

Davis: "Moral and Vocational Guidance."

Perkins: "Vocations for the Trained Woman."

Lasalle and Wiley: "Vocations for Girls."

Weaver: "Profitable Occupations for Boys."

Weaver: "Profitable Occupations for Girls."

Cooper: "Why Go to College."

Wilson: "Working One's Way Through College."

Fowler: "The Start in Life."

CIVICS AND PATRIOTISM

Some of the early interests which children have in political life are these:

1. They think the purpose of national life, like that of the home, is to keep order and furnish protection. They do not recognize clearly the importance of the education or care of the unfortunate.
2. They have almost no care for or interest in organization or government before the ages of eleven or twelve.
3. The attitude toward leaders is that of personal admiration and hero worship.
4. After the age of ten or twelve they are capable of enjoying play-experiences in government through school-room organization, imitation voting, discussions of the simple political problems.
5. The best approach for children of all ages is by means of things near at hand: the cleaning of the street on which they live, the protection of grades and slides, the beautifying of the neighborhood.
6. All through childhood the method of stories is helpful, in stimulating the hero-side of civics and patriotism; school and municipal festivals that stimulate civic pride are useful; when children are old enough to read, heroic biographies and the classics of patriotism are of importance.
7. In the home, the discussion of the daily newspaper and of concrete local civic problems about the table, in a way to bring out the moral issues involved, is most important in developing civic thoughtfulness and independent judgment.
8. Especial attention should be paid in the home to equipping the men and women of to-morrow for the special problems that will be theirs, such as peace, larger social justice, universal en-

lightenment, the better use of the people's leisure, temperance, etc.

REFERENCES:

Dole: "The Young Citizen."

Cabot and Others: "Course in Citizenship."

MORAL PROBLEMS

IDEALS AND INSPIRATIONS

The ruling motives which most strongly affect a child toward goodness are these:

1. *Pride*, tending to make a child conventional, also potent toward cleanliness, neatness, social graces, outer signs of courtesy and helpful to self-confidence.
2. *Hero-worship*, fertilizing the imagination and distinctly guiding the habits of conduct and the ideals.
3. *Responsibility*, developing dynamic and unselfishness.
4. *Chivalry*, working toward moral purity and generous service.
5. *A life purpose*, making the youth patient and persistent.

Suggestions for the development of the child's ideals:

1. Hold the child's confidence.
2. Learn when to talk and when not to talk to him, when he is solving his problems.
3. Give him many ideals to choose from in literature and in actual life.
4. Guide him to wise observances and self-control.
5. Give him some of the family history and tell him of those who have his characteristics, virtues and tendencies and how they have dealt with them, of eminent ancestors, etc., and whatever will develop family pride.
6. Enable the child to profit by his parents' victories and defeats.
7. With the young child especially, associate, so far as possible, right traits with pleasure and wrong ones with pain.
8. Help the child on the one hand to avoid extremes of impulsive action and on the other impractical abstract thought.
9. Help the child to confront new situations with wisdom drawn from old ones.

REFERENCES:

Jordan: "The Call of the Twentieth Century."

Fowler: "The Boy: How to Help Him Succeed."

Jenks: "Life Problems of High School Boys."

Marks: "A Girl's Student Days and After."

Briggs: "Routine and Ideals."

THE GOVERNMENT OF CHILDREN

"Our aim in the discipline of children is to lead them to love and to will the best." We do this in two ways.

1. By obedience. Young children must obey so that they may be protected from self-harm through discipline until they are old enough to understand and choose goodness.
2. By self-obedience, or real self-propulsion, the stage at which they arrive when they come to years of discretion.

The attitude of the child toward government:

1. He has little sorrow for sin.
2. He has little shame.
3. He feels little remorse.
4. Before the age of ten he responds best to personal commands; after that he shows respect for law.

The right parental attitudes in relation to government:

1. Listening, so as to understand the attitude of the child.
2. Fairness.
3. Foresight, so as to avoid unnecessary temptation and disobedience.
4. Insight, so as to get the inner meaning of every situation.
5. Companionship, so as to retain the child's sympathy and confidence.
6. Fitness, so as to be worthy to ask obedience.

I. SUGGESTIONS AS TO METHODS OF GOVERNMENT OF SMALL CHILDREN:

1. Attention, so that the child may be ready to understand what is wanted.
2. Words, so that we may express clearly what we want of the child, if he is old enough to explain more extended reasons and where it is proper to persuade him.
3. Control or habituation, so that there may be no exceptions to the law of obedience.

4. Suggestion, so as to prepare the way for willing compliance. Diversion may be a form of suggestion; impression is another and imitation is a third.

5. Reward, to be used with caution. Praise is the best reward.

6. Emulation, usually a dangerous method.

7. Punishments, discussed fully below.

8. Choice, the best of all methods for those who are old enough to reason, because it develops the child's own will power and promises the ultimate government of the youth by himself.

Maxims of Government:

1. Make up your mind beforehand clearly what you will and what you can allow.

2. Express clearly what you want.

3. Be cheerful, expecting that what you want will be done.

4. Change your mind when you are wrong, not because you are entreated but because that is the right way.

5. Try to make your will and your way the revelation of the right.

6. Try to connect some sort of pleasure with obedience and some sort of pain with disobedience.

Punishment. The chief purpose of punishment is to cure harm. Punishments should be:

1. In harmony with child nature and suited to the age and development of the particular child.

2. Appeal to the higher motives, particularly the motive of respect for the punisher and for himself through self reproach and self expurgation.

3. Develop kindness, helpfulness and sympathy.

4. Avoid weapons which tend to lower the child's self respect.

5. Just and commensurate with the offense.

6. Teach respect for law and for the rights of others.

7. Stimulate voluntary obedience.

Punishments are usually of the following sorts:

1. Natural punishments: those which imitate the result that the effect which the offense, if unchecked, is likely to produce; valuable because just and certain.

2. Punishment by deprivation: the best form of natural pun-

ishment, but limited by considerations of safety and by the fact that they do not appeal strongly to the conscience.

3. Corporal punishments: a method usually as harmful to the parent as to the child and resorted to because of indolence or anger; limited in value to very small children and for the one offense of disobedience. (They should be applied always privately and moderately, without excitement or anger, and with as little humiliation as possible.)

The principal difficulties the parent meets in the processes of government are these:

1. Obstinacy, due sometimes to indolence, incapacity, excitement or strong will power, or too frequent and severe exactions.

2. Individualism, because a child is selfish or possibly of strong will.

3. Stupidity or incapability.

4. The example of others.

II. METHODS FOR THE GOVERNMENT OF SCHOOL CHILDREN:

1. Suggestion.

2. Explanation (defining what good is and answering the question "why").

3. Persuasion through praise, creating a desire, unexpected reward.

4. Diversion.

5. Control.

6. Organization (family club).

7. Positive activity (will training, coming best through activity).

8. Personal choice.

Punishment:

There should be practically no corporal punishment during this period.

Purposes in Punishment.

1. They should be natural.

2. They should develop self control.

3. They should awaken love for the parent and for virtue.

4. They should involve the child's coöperation. He should recognize fairness in the penalty and have some measure of choice concerning it.

5. They should be private.

Maxims of Government:

1. Get the child's attention before issuing a command.
2. Give reasons for any new command.
3. Use stories of real cases, explanation, perseverance and suggestion.

Special problems of government during this period:

1. Fatigue.
2. Influence of schoolmates.
3. Misunderstood aspirations of the child.
4. Changeableness.
5. Obstinacy, due to the influence of too many exacting commands, fear, incapacity through excitement.

III. THE GOVERNMENT OF ADOLESCENTS:

The attitude of the youth:

1. He feels a new sense of power.
2. He is face to face with many new problems.
3. He has personal ambitions.
4. He is independent and therefore apparently rebellious, particularly when supported by his chums.
5. His interests are many and keen.
6. He has extreme social influences.
7. He now has keen moral feelings, involving especially a sense of responsibility, self respect, hero-worship and the gradual emergence of a life purpose.

Methods of government during this period:

Physical

1. Give physical protection.
2. Keep the good habits of childhood.
3. Give sex instruction and hygiene.
4. Give the greatest possible wholesome physical activity.

Emotional

1. Protect from emotional excesses.
2. Overlook emotional fatigue.

Social

1. Chaperon and work through the gang.

2. Sympathize with and be watchful concerning his health.
3. Give the child wholesome social life.
4. Be his best chum.

Moral

1. Develop the youth's will to serve.
2. Give him opportunity to develop business enterprise, with a satisfactory money arrangement.

REFERENCES:

Griggs: "Moral Education."

Abbott: "Gentle Measures in the Management and Training of the Young."

Wood-Allen: "Making the Best of Our Children."

Harrison: "Misunderstood Children."

Chenery: "As the Twig Is Bent."

O'Shea: "Social Development and Education."

Forbush: "The Boy Problem in the Home."

McKeever: "Training the Boy."

Slattery: "The Girl in Her Teens."

Slaughter: "The Adolescent."

St. John: "Child Nature and Child Nurture."

Sisson: "Essentials in Character."

Spiller: "Training of the Child."

THE MORALITY OF A CHILD

I. THE DEVELOPMENT OF THE MORAL NATURE IN CHILDREN Two factors:

The hunger for righteousness, which tells *we ought*.

The moral judgment, which tells us *what we ought*.

Morality in the Child:

They know they *ought* more than *what they ought*.

How they know they *ought*:

We tell them by word and approval.

The instinct of oughtness tells them.

Why they do not know *what they ought*:

1. They haven't the judgment yet.

2. They are so egotistic that they are selfish.

3. They are so inexperienced that they are unsympathetic and cruel.

4. They work for immediate rather than worth-while ends.

5. They are very subject to imitation and they are very credulous.

6. Their moral conduct is chiefly a matter of habit, and if we have not taught them good habits, they do not know how to act right.

Suggestions:

1. The child must be protected from evil surroundings and given good ones.

2. He must be kept in the atmosphere of good habits.

3. He must be given exercises that will show him how to inhibit immediate impulses in behalf of the better deferred results.

4. He must be given exercises that will show him the delight of doing for others as well as himself.

5. He must be allowed experiences that will prove to him how selfishness, inconsiderateness and cruelty hurt.

6. Developing his moral judgment by these experiences, we

should at the same time develop that other factor, the hunger for righteousness, by love, praise, emulation of admired persons, etc.

7. Making right habits the channel for his doing right, we should especially encourage the special habits of reverence, truth and loyalty, which help awaken the distinctly religious impulses that develop later.

Factors in the child's own nature that bear on morality (especially between 6 and 12) :

1. Better memory and control of memory images, making truthfulness possible.

2. Some appreciation of ideas and reasons, making ideals and sense of law, etc., possible.

3. Some appreciation of means as distinct from ends, thus making possible the beginnings of such virtues as accuracy, efficiency, etc.

4. Increase in voluntary attention, with its relations to perseverance, persistence, diligence, reliability.

5. Increase of love for persons, with transformation of automatic obedience into loyalty, fidelity, gratitude (not fully developed until adolescence).

6. Growth of sense of self and rise of self-control in various forms, involving self-respect, shame and remorse, modesty (these too not in their fullness until later).

II. THE MORAL AWAKENING DURING YOUTH

Characteristics of the adolescent that bear on morality:

1. Love of intensity and excitement, which predisposes to intense pursuit of desires, whether good or bad.

2. Instability, both physical and mental, which produces alternations of goodness and badness, and relative lack of responsibility and self-control.

3. Increased sensitiveness to pleasures and pains, joys and sorrows, which leads to greater fear, courage, etc.

4. Heightened sense of self, with great development of ambition, pride, vanity, self assertiveness and insubordination in various forms, or on the contrary, excessive humility, penitence, shame, etc.; in either case deeper moral introspection.

5. Great rise of the social imagination, with alternations between courtesy and rudeness; between selfishness and altruism in the purest forms; possibility of the most idealizing love and hero worship, or the opposite.

6. Development of imagination and reason, which at first outstrips habits of action, so that the adolescent appreciates as never before many virtues, but may not yet live up to his appreciation or may do so only in his day dreams.

Suggestions:

1. Arrange that the hours of excitement shall occur as much as possible in the daytime, connected with wholesome play and with social self improvement and service.

2. Seize the months of physical well-being for the exercise of good purposes and responsibility, and shield the youth, by rest, seclusion and consideration, during the recuperative periods. Vary demands by conditions.

3. Use the joyous moments for acts of courage and to conquer fears, and remind the child in his hours of depressions of his victories.

4. Call out self-trust and self-government wherever possible; be patient with direct insubordination and avoid tests of authority or strength; let wholesome penitence do its work, but not to the degree of discouragement.

5. Bring the youth into contact with well poised, admirable heroes and try to connect him with projects and organizations for moderate and available good turns for others.

6. Accept the fine ideals as prophecies and wait for the behavior of the youth to catch up with them.

REFERENCES:

Coe: "Education in Religion and Morals."

Cabot: "Everyday Ethics."

Sneath and Hodges: "Moral Training in School and Home."

Holmes: "Principles of Character Making."

THE RELIGION OF A CHILD

I. THE CHILD'S RELIGION. Morality is completed in religion. We regard as religious the rounding out of the imperfect good works of the child by both awe and reverence, and the recognition of and dependence upon the great ultimates of the universe.

Three features of the child's nature suggest the capacity for religion. The first is physical, the second intellectual and the third emotional. They are:

1. The little child likes regularity. This means that if he is trained in good concrete habits he soon prefers them.
2. The little child has complete credulity. This means that if he is taught about definite things in childhood and in childlike terms they are absorbed into his mind.
3. The little child shows belief in us as long as he is dependent. This means that he has good will which may be preempted for goodness.

The child's religious feeling seems to originate in the baby's dependence upon its parents; the mystery of persons; its fear and awe; the gradually emerging sense of the will behind the acts of the parents and a reverence for right as expressed through persistent, patient and wise behavior on the part of parents and other adults. As the child's imagination develops, he begins to question about God, the devil, heaven, etc., as well as about the existence of Santa Claus, the fairies and of all that is immaterial. The child seems to pass through a stage of complete wonder in which all things appear to him equally credible. If his imagination is allowed to roam wild through day-dreaming and the constructing of grotesque images out of his dreams, fears and misunderstandings, he may develop perverse and absurd religious ideas. If he is offered interpretations, true as far as they go but sympathetic with the child's own fancies and limitations, he will evolve gradually a poetic yet rational and permanent set of religious conceptions. If the child is brought closely and intelli-

gently in contact with nature and natural phenomena, he will develop awe, reverence, humility, a sense of law and of justice in punishment for breaking that law.

The first doubts of the child about religious matters come through the differences between parental authority and his own experience. The greatest reason is the inconsistency between what he is taught and what he has felt or seen.

At adolescence there is progression from second-hand religion to his own religious experience.

Real intellectual doubts come late, usually not much before eighteen years.

During the later years of childhood, the adoring admiration that the child feels for certain persons has a real religious content and goodness is interpreted to the youth through the characters of those he loves and admires.

Suggestions. The first religious expression should be given the child through stories, particularly Bible stories, told largely in their order.

The child should very early be taught the duty and habit of prayer and should gradually be encouraged to express his real and mental wants. Especially should thankfulness rather than beggary be the chief features of his training.

At an early age, the child may properly be taken to Sunday school, but regular church attendance should be reserved as a special privilege for the years, a little later, when the child is able to get more profit from such a service. When he does go he should be taught appropriate acts of reverence.

A sense of law, that is of absolute obedience to that which is actually right as represented earnestly in the dictates of his own parents, should be inculcated throughout childhood.

There should be continuous and steady effort to bring the child into contact with inspiring personalities in the form of wholesome playmates and of men and women who worthily excite his admiration.

II. THE ADOLESCENT'S RELIGION. With the physical changes of approaching maturity, there are usually great fluctuations of religious feeling; a feeling of unrest and questioning; a feeling

that something personal must be settled; a seeking for satisfaction and frequently a crisis in response to a strong appeal either from without or within the youth, that causes him to make a strong personal committal of himself which changes his entire future. These committals are sometimes serial, the first characterized by the strongest feeling and the last by the most effective volition. If such a committal takes place in a field distinctly recognized as religious, it usually involves deep sense of sin, self-surrender, an ardor of faith, justification and joy. The motives causing such an experience may be fear, love of God, imitation of comrades. On the whole, the more striking the emotional experience, the more difficult the reaction from it. A quiet, sane, normal development into faith, joy and service is to be desired rather than such a crisis. During the same period which, in some youths, is marked by committals and conversions, there may be equally strong impulses moving in a contrary direction; unwillingness to go to church and Sunday school; alienation from home; bad company and prodigal behavior. Throughout adolescence strong and curious relations are manifested between the sex life and the religious life of the individual: the oncoming of a new interest in the other sex is usually coincident with a deeper sensitiveness in religious directions. In later adolescence intellectual doubts and questions are common.

Suggestions. The youth should live a full, busy and generous life so that practical matters may act as a balance to abnormal feelings, imaginations and obstinacies of the period. He should have opportunity to test out in real life all that is involved in the stress and storm of religious feeling.

Special religious influences may wisely be put about young people, particularly those which involve wholesome social relations in the church and opportunities for modest coöperative service with others. In some cases it cannot be denied that exposure to revival influences, talks with individuals, etc., have strong influence upon religious committal. This seems to be, historically and naturally, the time for young people specially to identify themselves completely with the religious organization in which they have been brought up.

REFERENCES:

Coe: "The Spiritual Life."

Starbuck: "The Psychology of Religion."

Weaver: "The Religious Development of Children."

RELIGIOUS NURTURE

I. THE LITTLE CHILD

Religious influences which we may bring to bear upon the little child are:

1. Teaching.

a. About God. The child should be taught about God in human terms as the great Father, not only of men but of nature, and the child's interest in outdoor affairs, romance, etc., may be taken advantage of. Jesus is to be explained at this stage as the loyal Elder Brother.

b. About duty. The child should always be taught about concrete duties, that is, about definite things to be done at once. This means habit-forming. The most important habits for a little child to form are: obedience, self-directed play, reverence.

c. About prayer. The child should be taught that his Father, both in simple memorized prayers and in his own childish language, wants to hear his prayers.

2. *Play.* Imaginative play, play with living things and play involving helpfulness are especially serviceable (see also "Play" in this Outline).

3. Stories (see "Stories" in this Outline).

4. *The Bible* is the child's first and favorite story-book. It is the favorite for several reasons; it is splendid as a story-book; it is simple, direct and candid; it is a book chiefly of human lives; it is a most inexhaustible treasury; almost every story has a religious purpose.

Suggestions as to presenting the Bible to the child:

1. It should be first given to the child in the form of stories.
2. These stories may, in general, follow the order of the books.
3. The stories should be told to some extent in the sacred dictation; they should be extended or shortened, rearranged or given

literally, as may be necessary in order to fit them more closely to the child's intelligence and need.

4. When the child is just beginning to read, adaptations of the Bible in large type, simple language and with plenty of pictures are desirable.

5. The parent should never teach the child anything about the Bible which later he must unlearn. The attitude should be that of frankness as well as faith.

Summary.

1. Religious habits are encouraged through prayer.
2. Religious feeling is stimulated by stories.
3. The social nature is exercised through play.
4. Definite religious ideals are afforded by teaching.

II. THE SCHOOL CHILD

Religious influences which we may bring to bear upon the school child are:

1. Mastering a code.

We may help the child to know what is good:

- a. By direct teaching.
- b. Through informal conversation.
- c. By stories.
- d. By giving the child room to grow.

2. Will training by habit forming.

Since will is accumulated tendencies, the more good tendencies the child accumulates, the stronger will his will become. During this period we may help the child:

- a. By suggestion.
- b. By example.
- c. By encouraging him to maintain the habit of prayer.
- d. By religious observance in the home.
- e. By helping him to find the Bible interesting.
- f. By wholesome Sunday observance.
- g. By the prompt doing of duty.
- h. By service for others.

3. Relations with others.

We may help the child through his relations with others,

which, during this period, are chiefly in play (through our own interested companionship) toward the spirit of fairness, coöperation and energetic action.

4. Training the feelings.

We may help train sound and uplifting emotions:

- a. By stimulating the sense of beauty toward good pictures, etc.
- b. By guiding the child's reading.
- c. By offering the child noble personal examples.
- d. By giving him many opportunities for wholesome recreation.
- e. By exposing him to special uplifting influences.

Summary. We encourage knowing what is good by careful teaching, will power by habits, wholesome relations with others through our own companionship and in play, right feelings by a variety of good home influences.

III. THE ADOLESCENT

Religious influences which we may bring to bear upon the adolescent are:

1. Stimulating the youth in religious development.

Some young persons enter a sharp moral crisis known as conversion; others have a storm and stress period of revolt.

2. Encouraging the habit of prayer.

This we can do unobtrusively, but we should make the occasions and practice easy and natural.

3. Encouraging Bible study.

Many young persons lose interest in the Bible during this period, turning from books to life, but such Bible study as is encouraged should be rational and inspiring.

4. Leading the youth toward the Church.

Some young persons, even of strong religious impulses, feel at this time a distaste toward the church. We should encourage in our churches more social organizations for the young and endeavor in general to make the church more childlike. If the gang likes the church, our own boy will follow. The most im-

portant factor in the success of the Sunday-school class at this period is a wise and manly teacher.

5. *Offering the youth the best personal influences.*

Good should never be more practiced than now. The youth's companions should be welcomed and his social life should be guided and encouraged and particularly he should be brought into contact with men and women whom he admires whose influence is toward the highest. His greatest need is to be shown definitely what religion means to him along the lines of his daily activity and this may best come through men who are living in the light.

IV. SUNDAY

A good Sunday in the home may be said to embody three elements:

1. Change.
2. Rest.
3. Uplift.

1. Some of the desirable *Changes* for a family Sunday are as follows:

Joy. Let us emphasize the privileges rather than the restrictions of Sunday. Sunday may be more joyous to the children through a change of food, by wearing the best clothes, by a change of play, by bringing forth anything that is new in the home, by the family doing things together.

Recreation may come through giving the child an opportunity to be by himself, to rearrange and decorate his room or to entertain his chums there.

Rest may be particularly needed by adults. It may come by the father relieving the mother of some of her burdens, or by the children taking a share in the Sunday housework.

2. *Rest* for the children does not mean idleness or lying down. Sunday should have a time-table, a table of full and specific occupations.

3. *Uplift* may come through church-going, through an outdoor excursion for the entire family, through moderate entertainment of friends, through generous service for others.

REFERENCES:

Coe: "Education in Religion and Morals."

McKinley: "Educational Evangelism."

Fiske: "Boy Life and Self Government."

Forbush: "The Boy Problem in the Home."

Hodges: "The Training of Children in Religion."

Cope: "Religious Education in the Family."

Dawson: "The Child and His Religion."

Cabot: "What Men Live By,"

THE CHURCH AND THE CHILD

The work of the church for young people may be defined as follows: It endeavors, in coöperation with the home, the school and other social instrumentalities, to

1. Develop in them the spirit of reverence and adoration, both in private and in the church.
2. Teach them what constitutes an intelligent and devoted spiritual life.
3. Train and exercise them in spiritual living and social service.

A suitable outline for a church plan to this end, based upon what we know of childhood, is as follows:

Ages 0-4.

Worship: Showing parents how to teach their little ones to pray, and conducting, perhaps, a church nursery.

Teaching: Showing parents how to train their children through their instincts, activities and imitations.

Expression: Showing parents how to put their children into situations which shall develop right activity and affections.

Ages 5-8.

Worship: Prayer and simple devotional exercises in the church school, and teaching about spontaneous prayer.

Teaching: Courses, utilizing the child's imaginativeness, feeling and growing interest in facts, about

God in our daily experience, particularly in providence and nature.

Children whom God cared for.

Our responsibility to God.

People who did God's will, particularly Jesus.

Expression: Singing, retelling what is taught, encouragement to home-helping, group benevolences.

Ages 9-12.

Worship: More elaborate services in the church school, and encouragement of church-going.

Teaching: Courses, utilizing the strong memory powers and the admiration of heroes, about
Bible biography.

The Bible as a collection of books.

Hymns and other golden passages, for memorizing.

Expression: Home-helping; manual methods in the church school; social organization of the class or group in the church school; group benevolences; singing in church choirs.

Ages 13-16.

Worship: Devotional services by departments in the church school, and church-going.

Teaching: Courses, utilizing the strong feelings, the moral sensitiveness, the independence and ambition of the period, about

Biblical biography.

Practical ethics.

Social problems and social service.

Expression: Class or school clubs for sociability, dramatic activities, preparation for church membership and for service; club and inter-club benevolences.

Ages 17-20.

Worship: As in the last period.

Teaching: Courses, utilizing the desire for finding one's place and entering one's world, about

The life and work of Jesus.

The biography of missionaries and social servants.

Vocational study.

Larger social problems and solutions.

Expression: Training in groups, for practical service for the church, its societies and the community; actual responsible volunteer service.

CHILDREN'S SERVICES AND SERMONS

I. CHILDREN'S SERVICES

1. Children's services should take place in the church itself, usually in connection with the adult congregation. By this means the thought of the family as an integer in the church is maintained. There is encouragement toward actual church-go-

ing, which is not the case in the separate "junior congregations," and there is prevention of unnecessary duplication of the Sunday school or of the young people's societies.

2. The distinctive features of such services should be that they are short, simple and active. They may properly follow very closely the ordinary order of service, sometimes somewhat abbreviated. Activity is brought about through singing and so the development of the dramatic element in the church service itself.

3. There is opportunity in the special church festivals for securing larger use of the dramatic elements in worship and of the active coöperation of the children. The portrayal of Scripture characters in dialogues, the recitation of sacred stories in prose and verse, the rendition of the more simple oratorios, possibly even the revival and dignifying of the mediæval miracle plays, prophesy a new place for childhood in the center of the church life.

II. CHILDREN'S SERMONS

In the preparation of special addresses to children, the following suggestions may be made:

1. The minister should have in mind a definite age to which he makes his aim. If he speaks to those just entering high school, he will secure the attention of those who are younger who are honored by the opportunity to look up, and he will probably hold the attention of all who are yet students. On another occasion, however, he may frankly address his remarks to little children.

2. Two plans of approach for children have been found helpful: first, a short sermon-story preceding the sermon to adults each week; second a monthly sermon, somewhat shorter than usual, entirely for young people. The advantage of the former method is that the children have something to expect every Sunday and the disadvantage is that an especially short time is given to them. The advantage of the second method is that they feel the importance of an entire attention given them on a monthly occasion, and the disadvantage is that they may feel somewhat neglected during the rest of the month. A certain compromise is possible by preaching monthly to children and yet making some reference, in the midst of sermons to the adults each Sunday, especially for the benefit of children.

3. The best method of approach to children is by means of the story. Indeed, if a preacher does nothing but tell a story of moral power skillfully, he has done well. So-called "object sermons" are treacherous because analogies are seldom perfect and the child gets the impression of a clever legerdemain rather than a serious moral appeal. The sermon-story may be a Bible story or a story of child life or a story of everyday. There is an almost inexhaustible fund of beautiful material in the legends and human history of the church, from which pastors may draw. It is often helpful, though not always possible, to relate the theme of the children's sermonette with that of the longer sermon which shall follow.

REFERENCES:

Athearn: "The Church School."
Forbush: "Church Work with Boys."
Hoben: "The Minister and the Boy."
Hedges: "The Training of Children in Religion."
Hurlbert: "The Church and the Children."
Cope: "Efficiency in the Sunday School."
Alexander: "The Boy and the Sunday School."
Alexander: "The Sunday School and the Teens."
Foster: "The Boy and the Church."

SERVICE

The perils of encouraging young persons to social service are these:

1. Ignorance.
2. Crudeness of effort.
3. Lack of relation to what they have learned.
4. Patronizing.
5. Pampering.

The values of social service are these:

Subjective Values:

1. It gives joy.
2. It corrects day-dreaming.
3. It corrects self-centering.
4. It gives recognition of responsibility.
5. It gives recognition of social opportunities and social needs.
6. It gives recognition that religion is service.
7. It develops strength of religious impulse.
8. It shows some their life work.
9. It helps to learn by doing.
10. It creates a life-long habit.

Objective Values:

1. It gives real interest to Sunday school, church clubs and other social organizations.
2. It teaches those who serve to live happily and generously with others.
3. It gives actual help.

REFERENCE:

Hutchins' "Graded Social Service for the Sunday School."

SUITABLE FORMS OF SERVICE							
	3 to 5	6 to 9	10 to 13	14 to 17	18		
Animals	Feeding birds	Making bandages for wounded animals	Building bird nests	Feeding birds in winter	Joining humane society		
	Picking up play things	Doing little chores	Regular household tasks	Responsible sharing	Taking burdens from parents		
Home	Simple courtesy	Kindly words and acts	Thoughtful helpfulness	Definite cooperation	Unselfish benevolence		
	Making scrap books	Helping in Sunday school	Assisting at Church functions. Singing in the choir	Interest in younger children. Giving to missions	Ushering in Church	Working in mission	
Other People	Giving away pictures	Collecting toys	Getting supplies Dressing dolls	Boy Scout activities	Picnic or church frolic		
	Making scrap books for foreign children	Sending papers abroad	Dressing dolls for mission children	Camp Fire Girls activities	Giving a missionary play	Working in a missionary society	
Church							
Community							
The World							

PART TWO

A GUIDE TO CHILD TRAINING

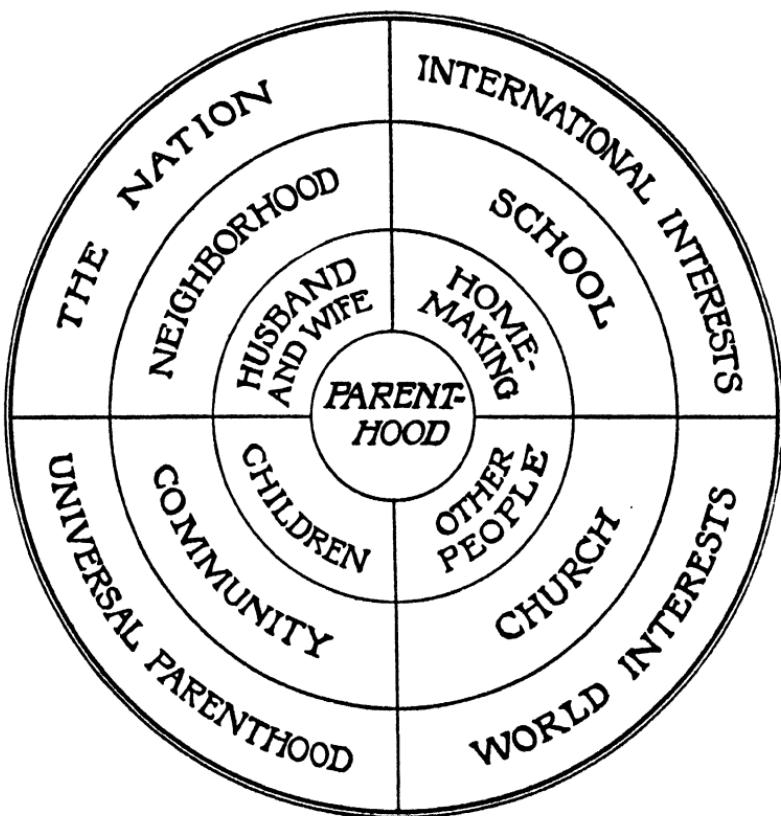
A CHART OF PARENTHOOD

This Chart shows the ever widening influence of a parent's life in its three-fold relationship, to Home, to Community and to the World. It suggests the old analogy of the drop of water, which falling into a pond makes a circle that broadens into ever-increasing circles until it reaches the limits of the body of water. So the influence of a father or mother begins in the home and broadens until, through the children, through the influences of the succeeding generations, through the interests of that home and its successors and neighbors and their successors, it reaches and touches the confines of universal humanity.

The thought is finely expressed throughout Emerson's essay on "Circles," from which these few words are taken:

"There is no outside, no inclosing wall, no circumference to us. The man finishes his story,—how good! how final! Lo! on the other side rises also a man, and draws a circle round the circle we had just pronounced the outline of the sphere. His only redress is forthwith to draw a circle outside of his antagonist. And so men do.

"Step by step we scale this mysterious ladder; the stones are actions; the new prospect is power. There are no fixtures to men. Every man believes that he has a greater possibility. . . . Life is a series of surprises. Of lower states we can tell somewhat; but the masterpieces of God, he hideth; they are incalculable."



THE HOME			
I. HUSBAND AND WIFE	II. HOME-MAKING	III. CHILDREN	IV. OTHER PEOPLE
<i>Marital Relations.</i>	<i>Housekeeping.</i>	<i>Nurture.</i>	<i>Relatives.</i>
Faithfulness.	Shelter.	Heredity.	Affection for, Companionship with,
Trust.	Food.	Prenatal Influences.	Non-interference from Grandparents.
Freedom.	Clothing.	Early Infancy.	Affection for, Comradeship with, Non-interference from Uncles and Aunts.
<i>Social.</i>	<i>Hygiene and Care.</i>	<i>Training.</i>	Affection for, Comradeship with Brothers and Sisters.
Helpmeet.	<i>Environment.</i>	Sense Training.	<i>Guests.</i>
Comrade.	House Beautiful.	Motor Training.	Hospitality to.
	Simplicity.	Habit Formation.	Thoughtfulness for.
<i>Parental.</i>	Convenience.	Social Training.	
Partnership.	Cheerfulness.	Moral Training.	
Parenthood.	Harmony.	<i>Social Relationships.</i>	
	Culture.	Occupations.	
	Health.	<i>Home Furnishings.</i>	
		Duties.	
		Rooms.	
		Furniture.	
		Pictures.	
		Books.	

COMMUNITY		SCHOOL	
I. NEIGHBORHOOD <i>Immediate Neighborhood.</i>	II. TOWN OR CITY <i>Interest in the Streets. Interest in Schools. Interest in Public Recreation.</i>	III. CHURCH <i>Church Going. Church Societies.</i>	IV. SCHOOL <i>Home and School. School Visiting by Parents. Hospitality to Teachers. Home and School Associations.</i>
Neighborhood.	Interest in Sanitation.	Young People's Societies.	<i>School Administration.</i>
Play Relations with Children.	Interest in Politics.	Adult Societies.	A Good School Board.
Civic Groups.	Interest in Social Conditions.	<i>Church Philanthropies.</i>	An Intelligent Superintendent.
Making One's Home a Center of Influence.			Advanced Methods.
			Healthful and Beautiful School Buildings.
			Large and Well Equipped Play Grounds.
			Good and Wise Teachers.

I. THE NATION	II. INTERNATIONAL INTERESTS	III. WORLD INTERESTS	IV. UNIVERSAL PARENTHOOD
<i>Suffrage.</i>	<i>Peace Movement.</i>	<i>World Movements.</i>	<i>Primitive Motherhood.</i>
<i>National Politics.</i>	<i>International Combinations for Philanthropies.</i>	<i>Education.</i>	<i>Its Evolution.</i>
<i>American Manhood and Womanhood.</i>		<i>Peace.</i>	<i>Man in Primitive Life.</i>
		<i>Philanthropies.</i>	<i>Woman in Primitive Life.</i>
		<i>Commerce.</i>	
			<i>Ideal Parenthood.</i>
			<i>Functions of the Father of the Future.</i>
			<i>Functions of the Mother of the Future.</i>
			<i>Place of the Child in the Home.</i>

THE HOME

I THE FAMILY.

The family, both ancient and modern, is the most spiritual and the most material of relations. It has the widest range of possibility; it is the heart of the nation and the source of national corruption or health. It is the origin of manufactures, industries and of social relations.

II. THE RELATION OF CHILDREN TO THE HOME.

Children have, from the beginning, tended to promote permanent abiding places for men and women; they have changed human shelters from mere sleeping places to sanctuaries; they have united parents by bonds higher than those merely physical; they have been the builders of society because they have influenced fathers to combine in the advance and for the improvement of their homes. They have had the strongest influence in preserving religious feeling, ceremonies and conduct.

III. THE RELATION OF THE HOME TO THE CHILDREN.

The child, at birth, is about the most helpless of living beings, though he is later to become the most self reliant and provident. The rights of the child are to be three: to be loved, to be understood, to be educated. The home has, among others, the following duties to the child:

To preserve his existence through the years of his physical dependence until he can fend for himself. This implies shelter, food, clothing and hygiene.

To help him develop right personal habits through imitation and teaching.

To give the child opportunity to develop an individuality of his own.

To train discrimination through his senses, voluntary memory, imagination and will.

To help adjust the child to the larger environment which is to come.

To give the child the power to make the most of his later experiences, chiefly through the habits of observation and experimentation.

To encourage in the child a social disposition and the power to live pleasantly with others.

To train his moral and religious nature.

IV. THE SPECIAL FUNCTIONS OF FATHERHOOD AND MOTHERHOOD.

The mother is the most constant companion of the child during the most impressionable years of life. She determines his first attempts at expression through speech; she arranges materials for his successful conduct; she exercises his memory, furnishes him with the first tools of learning, trains him in right personal habits, teaches him the human legends and the human story and trains him in the technic of living. Her most lasting gifts are given before the twelfth year, but after her physical authority diminishes, her intellectual and moral influences depend upon herself.

The father particularly interprets the masculine standpoint, brings to the child a knowledge of the human world and supplements the mother in the care of the child. His special potency during adolescence is in being to the daughter her first lover and to the son his first hero. He has the special duty of interpreting to growing boys the passions and experiences which their mothers do not understand.

V. THE EQUIPMENT OF PARENTS.

The chief equipment of the home, beyond a moderate supply of necessities, playthings and objects for experiment and observation, is the personal equipment of parents. There is need of physical fitness, implying a clean body, making the most of the physical life and the avoidance of over-strain, debilitating habits or excesses. There is need of intellectual preparation, especially in the form of elementary knowledge of the arts of home-making and of the care and training of children. There

is need of spiritual preparation, implying especially the desire for and love of children and large and high ideals concerning their possibilities.

A PARABLE

Once a mother found herself in a room with her Good Angel and her child. This room had several open doors that led to other rooms and the mother was trying to put her child into one of these rooms, so she could have more time to herself. One of these doors was labeled "SCHOOL," and the mother went up to it and told the Good Angel how much more the school could do for her child than could she. She spoke of its wise and trained teachers, its textbooks and laboratories. But her Good Angel said: "Does your child remember what he learns in school? Does the school teach your child to think? Does your child love school? Is there not the barrier of the desk between your child and his teacher? Do not relinquish your child to the school." So the mother took her child back and went with him up to the door marked "CHURCH." "See," she said, with relief, "the church is ready to take my child. It has a good pastor and good people will work with him. It teaches good living and it has a gymnasium too, and a boys' club and a summer camp for my child." "No," said the Good Angel, "do not give up your child wholly to the church. The pastor cannot be a parent to all children. The church can tell the child what is good, but it cannot give him a chance to *be* good. Even the church cannot take charge of the life of your child." Then the mother walked eagerly over to the door marked "SOCIETY." "But," she said, "Society will take my child. Here are playgrounds and recreation centers and the Y. M. C. A., and these can do more than I can do in my home." "More, but not better," said the Good Angel, sternly, "for Society has a very large room and in it are also places bright with temptation and dark with sin, and *there is nobody out there who is responsible for this child.*" So the mother, in despair, rushed to the last door that was open, and would have thrust her child over the threshold at once, for there was no name to this door. "Stay!" said the Good Angel, and there was the flash of a sword in his hand as he blocked her way. "You do not know what you are doing. This door leads to outer

darkness. It belongs only to mothers who do not love their children."

Then the mother clasped her child to her bosom, and lo! all the doors shut quietly, and she was alone with her child in the House of Life.

REFERENCES:

Thwing: "The Family."

Daniels: "The Furnishing of the Modest Home."

Holt: "The Complete Housekeeper."

"Harper's Household Handy Book."

French: "The New Housekeeping."

Bruère: "Increasing Home Efficiency."

Martin: "The Luxury of Children."

HEREDITY AND EUGENICS

Heredity is the transmission of traits from parent to child. Eugenics is the science of improving the human stock through the transmission of more worthy traits.

Heredity is yet an unfinished study, but the general lines that have been accepted are these:

1. The principle of the unit-character. Characters are, for the most part, inherited independently of each other; each trait is inherited as a unit. What is the result of the inheriting of similar traits from both parents by the child is not the blending of their traits but the transmission to the child of two similar yet separate characteristics.
2. Unit-characters are inherited through "determiners" in the germ cells. Characters, as such, are not inherited. What are transmitted are called "determiners."
3. There is no inheritance from parent to child, but parent and child resemble each other because they are derived from the same germ plasm; that is, "the son is half brother to his father by another mother." Besides these general laws, there are others of almost equal importance and interest.
4. The presence of great capacity in both parents makes probable the appearance of great capacity in their children.
5. When a determiner is present from the germ plasm of both parents, it will be present in their offspring, and *vice versa*. "There is no case on record where two imbecilic parents have produced a normal child."
6. If one of the parents be normal and of normal ancestry, all the children may be normal; but if a normal person has defective germ cells, the children are unlikely to be normal; that is, the normal units may overcome the others or the abnormal may overcome. The issue is uncertain. A classical illustration of such a tainted heritage is the well-known "Kallikak family," a fictitious name given to a family line that was discovered and

traced in the State of New Jersey. At twenty-one years of age, a Revolutionary soldier of splendid stock had illegitimate intercourse with a feeble-minded girl of unknown family. Two years later he married a cultured woman of good family. The known descendants of the feeble-minded girl number 480; of the wife 496. The known facts concerning the two lines of descent are as follows:

FEEBLE-MINDED MOTHER	NORMAL MOTHER
Feeble-minded	143
Epileptic	3
Died in infancy	82
Died young	9
Criminal or immoral	27
Apparently normal	46
(Rest unknown or doubtful.)	
	None
Epileptic	None
Died in infancy	15
Insane or neurotic	None
Criminal	None
Apparently normal	478

NEGATIVE EUGENICS

The inference of these facts leads us to favor protection by legislation of the generations to come:

1. Against the marriage of the unfit (feeble-minded, insane, epileptic, deaf and dumb).
2. Against the transmission of racial disease, syphilis, dipsomania, narcotics.

POSITIVE EUGENICS

We are free to determine to a great extent the variety and richness of a child's inheritance by wise choice in marriage. The marriage of two persons of large capacity tends to produce children of enlarged capacity or versatility and talents. The marriage of strength and weakness, within limits, tends toward a balance of traits.

The general impression of positive eugenics is encouraging. No child can exceed the limitations of his heredity, but no person can fathom the depths or possibilities of this heredity. We inherit tendencies rather than character. These tendencies are generally not specific. The child who inherits dangerous tendencies from one parent may inherit a compensating tendency from another. A revealed capacity, however, does not guarantee

achievement. Here is where eugenics runs into environment. Given a child of apparently normal heredity and a good environment, and he is almost certain to become a credit to the race.

REFERENCES:

Davenport: "Eugenics."
"Eugenics: Twelve University Pictures."

Thomson: "Heredity."

Davenport: "Heredity in Relation to Eugenics."

Goddard: "The Kallikak Family."

Saleeby: "Parenthood and Race Culture."

Dawson: "The Right of the Child to Be Well Born."

ENVIRONMENT

To a favorable environment Mrs. Ellen H. Richards gave the happy name, "Euthenics." Such an environment is to be secured through

Scientific study.

Dissemination of scientific knowledge through education.

Application of knowledge by habits of living.

Environment is

Natural (such as the environment of climate).

Natural modified by human effort (such as soil, forests, food supplies).

Artificial (such as housing, clothing, sanitation).

The euthenics ideal has the following elements and methods:

The home environment: gifts of the parents to the child: food well chosen and cared for, suitable clothing, pure air, a full physical life, good habits to imitate, etc.

The community environment: a pure water and milk supply, good housing, transportation, fire protection, markets, hospitals, schools, churches, preventive institutions, sanitation, public parks and amusements, restraint for each other's protection, etc.

The legislative environment: enforcement of food, sanitary and quarantine regulations, protection of children and women from labor, compulsory school attendance, etc.

The tendency is toward the recognition that the problems of euthenics must rest for their solution upon the home. "We want the mothers to be the health officers."—Charles W. Eliot.
"Household engineering is the great need for material welfare."
—Ellen H. Richards.

The possibilities of a wholesome environment in developing a child of even apparently poor heredity are most encouraging. Nurture is, in practical experience, infinitely more important than nature. Imitation and habit, the daily sowing in the ex-

pectancy of a final harvest, will bring their ultimate reward. It is as useless to expect to evade the law of cause in child training as it is in plant raising. After making as thorough and constant a study as possible of the child's capacity, we should endeavor to make his surroundings stimulate that capacity to the utmost. After all, environment and training count for much more than heredity.

REFERENCES:

Richards: "Euthenics."

Addams: "The Spirit of Youth and the City Streets."

Forbush: "The Coming Generation."

Butterfield: "Chapters in Rural Progress."

Bowen: "Safeguards for City Youth at Work and Play."
"Boyhood and Lawlessness"; "The Neglected Girl."

ANSWERS TO PARENTS' QUESTIONS

PRACTICAL ANSWERS, ARRANGED IN ALPHABETICAL ORDER,
TO THE MANY QUESTIONS MOST FREQUENTLY
ASKED BY PRACTICING PARENTS

INTRODUCTION

The American Institute of Child Life, whose central offices are in Philadelphia, comes into personal touch each year with several thousand parents. These parents have joined the Institute for the purpose of being helped to do their work more efficiently, and they depend quite closely upon the counsel which their association with the Institute gives. In order to meet their inquiries satisfactorily, the Institute has developed a staff of experienced students of parents' problems, who are themselves practicing parents. This staff has accumulated a large special library, graded files of valuable clippings and quotations, letters from parents, and, what is more significant, several thousand letters from children ranging in age from those just beginning to read to those approaching maturity. Matters of delicate importance are referred to leaders in our great educational and philanthropic institutions. The result is that this staff has secured unusually direct access to the important problems of parents, which they have been able to see from a great many angles, and they are equipped with information and wisdom by which to suggest solutions to most of these problems.

These answers which follow are the result of important communications between parents and the staff of the Institute. Although they have been carefully revised, the personal element is retained in many cases by the use of the pronouns "I" and "you."

It may be interesting to know the names of the persons who prepared most of the answers to these questions. They are:

Mrs. Edwin C. Grice, founder of the Home and School League of Philadelphia.

Mrs. J. Henry Haslam, for many years wife of the pastor of a great church; the mother of six children.

Mrs. Harriet Hickox Heller, late head of the Froebel School in Omaha.

Miss Lillian M. Lathrop, of Teachers' College, Columbia University.

Mrs. Frances M. Ford, now Household Editor of the Chicago News.

Charles W. Hobbs, an experienced school man and a graduate student of Harvard University.

Mrs. Elizabeth Hill Spalding, formerly of Pratt Institute, Brooklyn, N. Y.

W. D. Wilcox, Corresponding Secretary of the Institute, late professor in Alfred University and lecturer in the University of Chicago.

William Byron Forbush, President of the Institute.

Many of the answers have been written by mothers, specially consulted for the purpose, and sending us messages straight from the field of actual experiment and experience.

It is to be remembered that these answers, though informally stated, often imply that a conference has been held with authorities or suggestions gathered from authoritative books. It has been the intention of the staff in each case to give credit, but if, in the haste of daily letter-writing, the sources have been mislaid or forgotten, apologies are due and are hereby tendered to any whose ideas may have unfortunately been used without credit.

In some instances more than one answer has been given to the same question. This invariably means that more than one member of the staff has written an answer to that question. No effort is made to harmonize these replies. It has been thought to be more helpful to the reader to see one or more entirely different viewpoints, one of which would perhaps more closely meet his own need or express his own personal opinion.

In arranging the answers, no general captions that would not prove confusing seem possible. Many replies bear relation to several factors of child life. Therefore, the arrangement is alphabetical. The significant word in each case is put in capital letters, thus giving an index to the entire series.

ANSWERS TO PARENTS' QUESTIONS

ADOLESCENCE. *I have a boy of twelve years whose welfare is troubling me. He has suddenly become very sensitive. He cries at the least provocation. He is very indifferent to physical activity in the shape of work. He has quite suddenly turned against his piano practice. He would read all day if permitted. He eats and sleeps well and seems well. He is growing very fast. He requires fifteen-year-old size of clothing. He is quite forgetful; is always losing his cap or his eyeglasses. He has always been at the head of his classes at school; but now wishes, day after day, that he didn't have to go to school. He is sometimes openly rebellious.*

Your boy is doubtless coming into the adolescent stage. In other words his sex nature has commenced to develop. The extreme sensitiveness would indicate the beginning of that development, which is in itself sufficient excuse for lassitude. Practice in music lessons, if it is honestly done, is very close and exacting work, and the adolescent boy finds it much more difficult than ever before. I think that he should be relieved from such practice. Forgetfulness also is an indication of his changed physical condition, as is his desire to stay away from school. Be very patient with him, and try to prevent his feeling that you don't sympathize or understand because your boy is growing to be a man. Show him that you want to be a real mother to the young man as you have been to the little boy. Sometimes temptation lurks with boys of this age when they are physically indifferent and read and read. Some one, possibly best yourself, ought to find out, if you have not already done so, just what the boy knows about himself and stimulate his ideals. He needs a confidant as to the physical changes that are going on in his life. Many a thing which seems very serious is greatly eased in the telling of it to a sympathetic listener. You should, I feel sure, win him by your love, your tolerance, and your understanding until there should be no issue wherein he is openly rebellious. You are dealing with an adult in sensitiveness and sympathy rather

than with a child; yet you are dealing with a child in experience.

What is the solution to the problem of holding the child's affection during the ADOLESCENT period?

A close, long-suffering, painstaking sympathy must solve the question. The parent must recall his own youth with its longings and waves of bitterness. He must make himself intelligent on the subject of the physical and mental changes now going on, and he must hold for his child always the love that slumbers not nor sleeps.

What course would you follow with a boy who does not like demonstrations of AFFECTION?

I sympathize with your boy. Even the most affectionately disposed boy does not like to be laughed at by his chums, and he certainly will be if he is given to expressing his affections in public. Boys are usually more reticent than girls anyhow, and many boys are not outwardly responsive to the demonstration of affection. The most effusive is not necessarily the most affectionate.

What is the purpose of giving a child an ALLOWANCE?

To help him realize the value of money, teach him to use it correctly and to cause him to recognize that he is a junior partner in the home firm.

How young a child should receive an ALLOWANCE?

Usually a child should receive an allowance as soon as he starts to go to school. Before that time he has few wants not supplied in the home. This era marks the beginning of his independence.

Should candy be bought by the child out of his ALLOWANCE?

No, because he is likely to choose cheap candy that is injurious, and because to allow candy to be bought out of the allowance suggests that the chief purpose of the allowance is for immediate physical gratification. What we want to do is to train the child to use his money for larger and more permanent things. We

should help him learn to find and select toys and tools which will give him future satisfaction and in the purchase of which he will learn foresight, patience, etc.

How early should a child be given complete liberty in the spending of his ALLOWANCE?

As soon as he is given an allowance. Unless the child is allowed to use it he really does not get it. Education in spending should begin at the start. He cannot learn unless he makes some mistakes.

Can you give me some suggestions about my child's ALLOWANCE?

My first suggestion would be as to its regularity. I was reading the other day something said by one who is evidently experienced in dealing with children, to the effect that a boy who is given a nickel for running errands or blacking his father's boots will spend his money recklessly, thinking that to-morrow may bring another errand or that a rainy day may muddy his father's boots again. But if the same boy is paid ten cents a week for keeping his father's boots polished, and ten cents more for carrying parcels, and still another dime for keeping the front sidewalk clean, he will treasure his earnings. He will discover, for example, that a dollar ball-glove is the equivalent of three weeks' work.

Another suggestion is, that each penny of the allowance should mean something in return. It may not always mean something wise from the parent's standpoint, but there should be a definite accounting for it. A child, as well as his father, should have a budget. If the parents have been in the habit of giving him five cents on Sunday for the collection-plate, a treat at the confectioner's store once a week, and an afternoon at the moving-picture show on Saturday, and decide to change their plan to that of an inclusive allowance, the child himself should plan for the Sunday collection from his allowance, as well as for the candy-store treat and the moving-picture show. If he fails to put his nickel into the collection-plate on Sunday, then there should be no visit to the soda-fountain the following

week. In other words, the child should have some definite projects acceptable to himself that he takes care of financially, and he should stick to them.

During early childhood it is wise to give the little one a few cents each week which he may spend for simple pleasures. On the whole, it seems better for the mother to furnish the child candy than to allow him to select it himself. This method leaves the allowance free for playthings. It is not long before the child can learn to be thrifty, keep his little accounts, and save up for future pleasures. This allowance should be somewhat increased during the years in grammar school, perhaps to cover an occasional outing or evening party. The sums should be supplemented by some little return for industry or possibly by payment for a part, but only a part, of the household chores. By the high-school period, I am profoundly convinced, through practical experience with my own family, that boys and girls should be given an inclusive allowance, divided into weekly portions, and that it should represent all the money which would naturally be spent upon them for the year, except that needed for doctor's bills and school books. The youth should select and buy his clothes, decide to a large extent upon his pleasures, and be encouraged to be thrifty. During this time there may be the encouragement of an opportunity to earn something extra also. In my own experience the value of this method in developing thrift, self-control, and wise decisions has been immeasurable.

This is perhaps the place in which to emphasize the value of dealing fairly with our children in financial matters. In many homes there is no definite understanding as to what money should be given to the children; in others the small allowance of earlier years has been continued, the parent carelessly thinking that it represents as much as the child ought to spend on his pleasures. The result is that when the boy or girl wishes any special indulgence he goes to the father, who responds according to his mood or immediate ability, and "holds up" the mother for the rest. The father feels consciously that he is not handling this matter as he does other financial business; the mother recognizes her weakness in yielding to entreaty, and the youth feels that he has been treated like a little child. The

writer is strongly convinced, both by theory and experience, that the only proper way to deal with a child in money matters in the home is to give him a weekly allowance, which shall be one fifty-second of the carefully-estimated cost of the child's needs during the year, exclusive of board and such accidents as doctor's bills, and which shall be paid over to the child without question every week.

By this method the child gets an opportunity to learn the value of money by having enough to learn the value with. We do not teach children to swim in the bathtub, we do not send them to school without text-books; yet we expect them to learn the uses of money without money. The author recalls his first experience with this plan with mingled pleasure and amusement; he remembers how, as his first experiment, his second son refused advice regarding the matter of the purchase of a suit of clothes, and came back from town with raiment so loud in color that the dogs in the streets might well have barked in derision. The experiment was not unduly expensive, since the suit was not entirely inappropriate for everyday wear. The next time the boy bought a suit he sought the advice of his father; now he can choose his clothes more wisely and more carefully than his parents.

This plan is not based upon a device but upon a principle. The child, partly because of his preciousness and partly because he is of some real value in the home, deserves to be recognized as a sort of partner. What he receives should not be doled out as a sum given an infant, but as a fair share of the family income. In return for this treatment he should, of course, perform his share of service. What that service shall be should be put in the form of a contract at the time he begins to receive his income. The receipt of his allowance, like his father's receipt of salary, should depend upon his fulfillment of his contract.

It is astonishing how far-reaching the effects of this plan are. It applies not merely to financial affairs but to the determination of other questions. The matter of money is so closely intertwined with all a young person's pleasures and problems that the placing of the youth upon his own responsibility and honor with regard to that matter works out other difficulties of a varied

character. The writer can hardly recall any instance during the last two years when it has been necessary for him to interfere arbitrarily in any matter in which his children's decisions were involved. He has often overheard part of a telephone conversation in the room adjoining his living-room, from which it was apparent that one of his sons was receiving an invitation to a party. The reply would be, "Hold the line a moment until I look at my book to see if I have a date." The book to which he referred was, of course, his account-book. Sometimes he would reply regretfully that he found that he did have an engagement; again the answer would be glad acceptance. But sometimes an even wiser answer would be given: "Wait until I see you to-morrow morning; then I will tell you whether I can go or not." This meant that there was money in the treasury, but that the boy wished to think over night whether the pleasure was worth while. The father found that all things were being measured by the criterion: "Is it worth while?" As soon as the child begins to judge by that standard, he is an adult in reason and may be safely trusted in the major part of his own decisions.

How shall I get my little boy to eat his breakfast? (The correspondence indicated that the boy lacked attention rather than APPETITE.)

I am not much of a believer in having children put their minds too much upon bodily feelings and functions, but having tried with a small child who was in my house for a time to get the breakfast eaten when there was absolute loss of appetite, I suddenly developed a great interest in the little fairies who were at work in the stomach mill, turning the wheels around and mixing up the food that was given them to use. I finally got the boy so that he would eat a fairly good breakfast for the sake of satisfying these good little fairies who wanted to work for him, and who couldn't unless he gave them something to do. The process of digestion itself is so wonderful that the mother who understands it and can make an animated story about it might easily interest such a child without introducing any imaginative personalities.

How far would you cater to a finicky APPETITE?

The appetite of a growing boy or girl is often capricious. This condition is sometimes owing to the fact that the food furnished in the home may not be what the child's system requires. It may not furnish the nutrition needed. In such a case it is desirable to make a little study of some special book upon the subject and perhaps, with a physician's advice, to learn what the particular child needs at the particular time. If we begin very early in training our children to like a great variety of foods, the problem is much easier. Sometimes the child will enjoy her food better if she is interested in the preparation of it. Let her cook it to suit herself; ask her to suggest what to have for dinner; let her set the table, make it pretty, and take an active part in the preparation of the meal. We must remember that the best thing at the table is not what we eat but what we share. If the conversation is interesting and cheerful the child is much more likely to eat what is set before her; and not only to eat the food but to digest it.

Who is to blame for lack of APPLICATION in school, the mother or teacher?

If the teacher keeps her children happy and the schoolroom well ventilated, makes all demands and gives all instruction on a scientific basis, she can hardly be blamed for any lack of application on the part of normal pupils. If the mother is sure that her children sleep in a well-ventilated room, awake into a happy home atmosphere, are made spick and span in the morning, partake of a simple and nutritious breakfast, and depart with a maternal blessing, then she is probably not to blame for lack of concentration. The strong probability is, that if the mother and teacher confer with each other and each tries to do her best, they may be able to share their responsibility and between them solve their problem. There may be discoverable reasons for inattention. The child may be old in years but slow in developing. In certain studies he may be much in advance of the rest of the class and not enjoy what he has already mastered. Sometimes a boy is spoiled and the teacher, as well as the mother, is weak. Such a child is quite likely to see how much he can

bother the teacher without getting to the point where he will be punished. This is a great deal more interesting than learning to read. Sometimes there are physical causes for the lack of application. Adenoids are a common source of inattention. The imperfect hearing that results from them places a child at a great disadvantage.

We may rest assured of one thing. A child will attend to what is interesting. If his teacher is a fair type of the modern young woman teaching in the primary grades, the best way for her to solve the problem of his lack of application is, through the mother, to find out what is of definite interest to the little lad, then to utilize that interest to make him apply himself. It is not so important that he "makes his grade" or that he learns to read at six or at ten, as it is that he should not be continuously failing without trying. The mother who thinks it possible that she may be able to help the child to apply himself at school through his home study may be helped by reading Miss Earhart's little book, "How to Teach Children to Study."

How can I develop an APPRECIATION of one another by brothers and sisters?

Frequent expressions of appreciation on the part of parents have an effect upon all members of the family.

An occasional separation for a day or two is found beneficial in bringing to children's minds how important to their lives the absent brother or sister actually is. To encourage children in their play to do those things which call for the special talents of brother or sister is helpful.

When children become too critical of one another in play they usually have had too long a time for diversion. The condition could be corrected by setting some or all of them at work on prescribed duties.

Occasional coöperation with a neighboring family whereby each group separately performs charades, games, or little plays may heighten family spirit and lead to the keen appreciation of a brother's or sister's ability in helping the family to win a contest.

Can you suggest some way of teaching ARITHMETIC so that it will be remembered?

The modern way of teaching arithmetic is to associate the child with real problems. Give the child some money and let her play that she is buying her breakfast or her toys; let her make change and thus learn to subtract. Let her go with you to market and figure out the money that is used in your weekly purchases. Let her make actual measurements in her little garden, then arrange her plants to the best advantage.

The little girl might also calculate the amount of material needed for a new gown, to cover a window seat in her room, or a cushion, etc. Wherever possible, try to introduce measurements into her calculations which she will have to figure out mathematically.

What are good methods and equipment for cultivating ART appreciation in children?

Doubtless the most important equipment is an observing mother or teacher who is frequently with the children. "Observing" is scarcely an adequate expression. She should be appreciative of color and form, and in proportion as she is sensitive to art values she can awaken and interest children in art. An adult who has had some training will be able to show children how to get good effects with ordinary water colors or even colored crayons. A surface washed in blue and a tiny fleck of a boat is very pleasing to little children, stimulates their observation, and encourages them to try to make things that look like pictures. Working with plastic material has an educational value to all children, but artistic results are secured almost in proportion to the vision of the adult who supervises. To be able to use the simplest nature materials, leaves, flowers, seeds, twigs, etc., in simple and artistic effects is too often overlooked as a means of cultivating good taste. The trained teacher or mother may lead children to draw a dozen designs from such simple units. Surrounding children with good pictures and stimulating their interest in them is very helpful. If the mother will turn to the list of books at the close of this volume, she will find several mentioned which will be helpful for this purpose. Miss Emery's "How to Enjoy Pictures" is especially simple and attractive.

How shall we deal with a child's AVERSION to some persons?

Is not this aversion oftentimes a wholesome means of protection? There are people who pounce upon a strange child as though he were a plaything, but expecting from him a responsiveness that no plaything could give. They wish to amuse themselves with the child rather than to give the child pleasure. There are those who are disagreeable and annoying to children also, and who tease them in a cruel fashion. There are, however, other people worthy in character but with an exterior that is unpromising, for whom children may have an aversion but whom they may learn to love if the mother will take the pains to explain carefully their excellent qualities, tell stories of their worth and goodness, and point out the admirable traits for which the child is to watch. After all, a child is more interested in those of his own age, naturally and properly, than in many adults.

How shall I begin teaching a very young BABY?

It is, of course, through the mother that the baby first responds. Mrs. W. S. Hall observed that early in the second week her child began to suck his thumb, which he obtained quite accidentally by throwing his arms aimlessly about. She follows this child's muscular habits quite carefully in each of their manifestations. By his fifty-second day, she records that he used his thumb exclusively when he was hungry or sleepy, that he still carried it to his mouth in an uncertain way but with some purpose, that it became a sign of hunger and an indispensable aid to sleep. By the sixteenth week, when held close to the breast he even then slipped his thumb into his mouth under the impression that he had the breast, and became impatient when he found that it yielded nothing. In the seventeenth week, while the breast was shown to him when he still held his thumb in his mouth, he for the first time seemed to realize that the two were separate and that he must release the thumb before he could obtain the breast. He looked at the breast, worked at the thumb, then cried, but he could not take it from his mouth. At each nursing that day he received assistance. The next time, after a long effort and some crying, he succeeded in letting go of his thumb and made a little sound of satisfaction and seized the

breast. Six days later he was able to remove his thumb at will.

This mother makes a careful study of the grasping of her baby, recounting his experiences and their results through many weeks. Miss Shinn gives a chapter on the "Era of Handling Things." She says when a baby passed ten days of the fifth month, she was still grasping things half mechanically, but on the next day, she seemed to have come into the era of consciously grasping and took pleasure in handling things. She liked hard, bright, rattling things best, and preferred metal and bone to rubber. Miss Shinn differs with the Froebelian theory, says the baby loves glitter rather than color and thinks he does not want soft things. She says, in speaking of the child's interest in handling things: "This is one of the dilemmas in which the baby is lucky if he has a grandmother or if his mother can spare time to associate with him a great deal; for no end of things can be trusted in the little hands, that ache for everything in sight, if only vigilant fingers hover close, ready to ward gently off any dangerous movement. Sitting in one's lap at the table, too, the baby may push and pull at many things not safe for him to lift; or he may be allowed to handle something safely tethered with a string. Certainly the wider liberty of holding and handling he can by any device be allowed, the better; the instinct is very strong, and wholly healthy, and the thwarting of normal instincts is not good for any one's nerves or mind."

This paragraph seems to me one of special interest since it defends the educational value of the child's sincere desire to touch and handle things that attract his eye. The conditions are just the same when the baby has grown a little older and more difficult to care for, since many persons are addicted to the habit of continuously prohibiting a child to lay hands upon things, both when such prohibition is necessary for the protection of property and when it is not.

In the nineteenth week of her life Miss Shinn's little niece managed the difficult feat of putting her toes in her mouth. The Hall baby did not perform this important act of correlation until he was in the thirty-sixth week. Miss Shinn says: "Of all the baby's doings, this toe business is the one that people find most difficult to regard with scientific seriousness, but its indirect

usefulness is considerable. The coöperation of different parts of the body that it teaches is remarkable, and it must have great influence in extending the sense of self to legs and feet where it has hitherto seemed but weakly developed. This is important in getting the body ready for standing and walking.” Mrs. Hall began a “peek-a-boo” with her boy in his thirteenth week and “pat-a-cake” in the forty-ninth week. This latter play he practiced in playing alone, and, after he had been helped through it, he responded with pleasure when requested to show “pat-a-cake.” It took three weeks for him to learn to place his right index finger in the palm of the left hand and “pick it.” Miss Shinn reports that her sister’s baby became definitely imitative with the beginning of the sixth month.

It seems reasonable to conclude that when a child has his power sufficiently under control so that he will imitate, he may be considered awakened or through the first baby stage. From that time on, he is a social being with a definite place in the family circle. Everybody loves to play with a baby who can respond, and in most American families the problem becomes one of protecting the child against too much stimulation.

It is about this time that we play with the baby by asking him where his nose is, if he can find his ears, etc. Unconsciously, we are helping him still further in getting possession of his body. There is an old folk-rhyme for this stage: “Knock at the door,”—tapping the forehead,—“peep in,”—touching the eyelid,—“lift the latch,”—touching the nose tip,—“walk in,”—motioning toward the mouth, “chickelty, chickelty, chickelty chin,”—chucking him under the chin. Another folk rhyme is—

“Here are mother’s knives and forks,
Here is baby’s cradle.
This is sister’s looking-glass,
And here’s the kitchen table.”

Perhaps the best play with the baby from this time on is what is known as finger play. Of the folk games that have come down to us, “This little pig went to market” is the best known. Of course, that is to be played with the toes, but the theory is the same. Every time “this little pig” rhyme is accompanied by the grasping of a wee member, a sensation is carried to the

center of the little organism; the child coördinates his body afresh. He sees your sympathetic face and listens to your rhythmic words. The combined sensations are agreeable and he knows himself a little better than he did before. Some years ago I saw Elizabeth Harrison stop a wee child's crying by saying to his fingers,

"This is the mother good and dear,
This is the father with hearty cheer,
This is the brother stout and tall,
This is the sister who plays with her doll,
This is the baby, the pet of all."

The child put up the other hand at once and said, "Do it with 'iss.'" I thought the incident most interesting, though I did not grasp its significance. I have never since lost an opportunity to tell a story to a child's fingers, so I think I may be safe in saying that I have several hundred times repeated the experiment. I think but twice have I failed to get the rejoinder, "Tell it to the other hand." Even when children are much too small to talk, they take the experiment somewhat seriously and look with a fresh interest first at one and then at the other little member. The fact that the hand can be used as a means by which imitations can be made perfect, interests the child, who likes to make his hand a weather vane or a flag. As he grows older, he is always interested in the more complicated finger plays. The following is one of Emilie Pousson's finger plays which usually gives children great pleasure:

"This is the meadow where all the long day
Ten little frolicsome lambs are at play.
These are the measures the good farmer brings
Salt in, corn meal and other good things.
This is the lambkins' own big water trough,
Drink, little lambkins, and then scamper off.
Here is the rick where in winter they feed—
Hay makes a very good dinner indeed.
Here are the shears to shear the old sheep,
Dear little lambkins, their soft wool may keep.
Here with its big double doors shut so tight,
This is the barn where they all sleep at night."

The mother can easily see how this is acted out by various positions of the fingers and hands.

So far our discussion has taken the line of allowing and assisting the baby to awaken and in some degree take possession of himself and his powers. But in a more definite sense, can the baby be taught? Certainly, that is to say, his development may be guided into some very definite directions. The difference between a little one who has the attention of a mother and one who may have the very thorough care of an institution is marked. One would infer that all institution babies are stupid. The truth is, that, lacking constant stimulation from the mother's presence, they develop much more slowly.

The first thing that a baby learns is to respond to love. The mother's overflowing life calls continually to her little one to answer her. She appeals skillfully to every awakening power and in a very little while the baby notices. He learns to desire her presence more than another's, to express his pleasure at her approach and from that time on expressions of love are rapidly multiplied. Institution babies also respond quickly to individual attention. When a child seemed strong enough to be interested in play, I used, after a little conversation, to allow the little one to grasp the index finger of both my hands. You know any baby will instinctively grasp and hold on. So much, they say, we owe to our tree-dwelling ancestors. So I would pull him very gently into a sitting posture and then return him to the pillow. I would do this the next morning, and on the next, I think I never failed to get a little recognizing movement as to what was to happen. By the fifth or sixth day even the most frail, unpromising little one would begin to struggle to lift up his own head when he felt my fingers in his tiny palms.

So a child may be taught and is taught to love. It is maintained by careful physicians that in the great institutions where hundreds of babies used to be received and in some measure cared for, little ones died literally for want of the mother love which should call them out of "everywhere into the here." In latter days we are learning that there is a science of play and a spiritual motherhood, and that it is possible, in an acceptable degree at least, to simulate the natural life-awakening mother-activity so that a little one may be successfully brought to maturity by another woman than the one who gave him birth.

A child responds, however, to other suggestions besides that of love, notably the suggestion of fear. Everybody knows that a child may nurse the bad feelings of his mother and become ill, but not everybody knows that even without taking physical nourishment from the breast of the mother, a child may become sick if she is angry, frightened, or in any way greatly disturbed. Clara Louise Burnham says that it is a child's natural adjustment to believe that all is well with the world, and that many a mother in seeking to be careful for her offspring systematically teaches him to be afraid. It is not necessary nor wise to suggest fear. Common sense and caution are something quite distinct from being afraid. Even in case of real emergency, nothing is to be gained by the suggestion of fear; whatever can be done may be done without it.

Very soon, consciously or unconsciously, we teach the baby habits, regularity of feeding and regularity of sleep. There are many careful mothers who have been able so to handle the question of the other physical habits that the little one has never begun to soil diapers and only a few times has been forced to wear one that is wet. This, of course, is the result of very careful observation and patient suggestion and care.

Can the baby be taught to obey? Much earlier than most people think, a little one who is sensitive to smile or frown may learn to hand things when requested. This, of course, as all teaching of the baby, is done in play, but it is purposeful play and the game always ends with the baby having been asked to relinquish what he holds. It is, of course, a very early training in obedience.

It is a great temptation where there are older children in the family to romp with a little one as soon as it has passed its first baby stage, say from five months on. Almost any child can be taught to expect and enjoy this rough play. Once or at least twice a day at the most, and the last time some hours before bed-time, is enough of boisterous play for a baby under twelve or fourteen months. Stimulation is good, but overstimulation is seriously bad. We can teach a baby to be noisy, but it is better to teach him comfortable, happy little ways of being quiet.

See also the Outline under "Play" and "Home Teaching."

How can I get my baby to be willing to take a BATH in the bath-tub?

The water should be only mildly warm. First give the child a soft cloth and ask him to wash his hands and face over the tub, thus showing him that the temperature is not extreme. While he is doing so, drop a celluloid doll into the tub and let the child wash himself while you wash the corresponding parts of the doll. This device will often tempt a child to get into the tub and play with his doll. Another plan is to have a celluloid duck or swan, fish or boat, and use those toys only when the child is in his bath. In this way bath time becomes a period of the day to which he looks forward with much pleasure.

How can I send the children to BED happy?

First always have one bedtime and stick to it—have it inevitable and unchangeable; also take it for granted that all will be happy. Spend a half-hour with the children before bedtime, and make them happy. If they are playing, be careful to bring the play to an end before the bed hour, so that you need not rush them away in the midst of it; no mind can adjust itself to such lightning changes and be amiable. Make the undressing time a frolic, and tell a cheerful story. Teach them that in return for your kindness they are to go to bed cheerfully; expect that and insist upon it; be cheerful yourself, but firm. Teach children to see the parents' rights as well as their own, and to recognize them. Kneel with them to say their prayers, and in all things be one of them.

How break a child of the BITING habit?

The biting habit is a very common form of self-expression. The young child not yet able to talk is obliged to resort to a number of voiceless means to express himself. The biting habit is sometimes merely playful, sometimes an attempt to experiment by this curious action, and sometimes, of course, an expression of anger. Without philosophizing too deeply about the matter it seems to be sufficient for the mother to tell the little child that he must not bite, and, if he continues to do so, to take his hand or wrist and bite it herself, somewhat gently, so as to show him how it feels. He has had no experience of his own to tell

him that it is painful, but after he has learned about it by actual experience, he will usually give up his habit. This is very much like the method used in the training of little animals, and as this habit of biting is an animal habit it must be approached in somewhat the same way.

BOOKS. What literature is suited to the different stages of development in children's lives?

Even before two years old children begin to enjoy reading, especially if it has rhythm. Very early Baby takes pleasure in "This Little Pig Went to Market," "The House that Jack Built," and "The Three Bears." If the story is simple enough the young child catches the idea, though probably his chief delight is in the rhythm. One writer on children's reading says that a friend of hers read aloud Italian to his young children and they were fascinated. Here of course the words mean nothing, but the musical cadence of the language catches them every time. We have all seen the baby with eyes wide and mouth open listening to a person telling stories to the older children.

As the child gets a little older he begins to like stories of animals, especially animals that he has seen, and finds a delight in picture-books. When a little older, about four or five, he is thrilled with fables and fairy tales. This interest in animals and imaginative tales continues until a child is ten or eleven. Then we see a love in boys for stories of athletics, daring adventures, thrilling dangers and escapes. They like military history and biography. Girls at the same age are more subjective and introspective. They like stories of play, of home and school-life, though occasionally I find a girl who delights in battles and heroic stories.

Then comes the period for love-stories, which arrives to girls sooner than to boys, and which for many people lasts through life. Finally comes the time when people read for rest rather than for excitement, for the criticism of life rather than for adventure.

Should children of twelve select BOOKS for themselves from the public library?

To me the age of twelve includes so much that I should answer

quickly both "yes" and "no." Freedom of selection would depend largely upon the child's tastes, also upon the maturity of the given child. Many a thoughtful child will get good books for itself; on the other hand, the majority, if left alone, will get books that are at least not helpful and sometimes positively harmful. Twelve years will stand direction. Remember that the children's librarian is always ready to give kindly and expert counsel. Encourage the children to go to her freely.

Please suggest a list of BOOKS for summertime reading for children of different ages.

A. *For all under six.*

Marigold Garden.	The Sandman.
The Baby's Bouquet.	Overall Boys.
Clean Peter.	Adventures of a Brownie.
The Muffin Shop.	Krag and Johnny Bear.

B. *For from eight to twelve.*

When Mother Lets Us Garden.	The Books of Saints and Friendly Beasts.
Saturday Mornings.	Nights with Uncle Remus.
The Book of King Arthur.	Betty Leicester.
Just So Stories.	Billy Topsail.
Jungle Book.	Nature and Outdoor Life.
Nürnberg Stove.	Little Folks' Handy Book.

C. *For boys over twelve.*

How It Works.	Captain Courageous.
Baby Elton, Quarterback.	The Young Citizen.
Tales of the Enchanted Islands.	The Young Ice Whalers.
Tom Paulding.	The Boy's Book of Inventions.
Star-Land.	Prince and the Pauper.

D. *For girls over twelve.*

Across the Campus.	Story of Music and Musicians.
The Secret Garden.	Masters of Music.
Rebecca of Sunnybrook Farm.	A Guide to Pictures.
Mother Cary's Chickens.	Little Women.
Old-fashioned Girl.	Bird-life.

E. For all over sixteen.

Jean Valjean.	Lorna Doone.
Story of My Life, Helen Keller.	The Blue Flower.
A Watcher in the Woods.	Life, Letters and Journals of Louisa M. Alcott.
Kidnapped.	Real Electric Toy-making.
American Girls' Handy Book.	Outdoor Book for Boys.
An Island Story.	Westward Ho!
Stover at Yale.	

Shall I allow my child to lend his BOOKS? They seem to him very precious and I am afraid if he lends them they will be damaged and he may cease to prize them.

It is true that books are precious, yet many of our treasures mean more to us if they are shared with others. If your boy likes to lend his books I should certainly let him do so. It may be that there is not free access to the library for all. I think that instead of your boy prizes his books less, they would become much more valuable to him if lent and then talked over with his boy friends.

What are some of the proper story BOOKS for a child of fourteen to read?

It is frequently natural that children of that age should be interested in tales of adventure, and love is the most wonderful adventure of all. In one way and another at that age the adolescent *will* have instructions on the subject that to him is paramount. You cannot keep his mind from dwelling on the theme, but you may in some measure guide him to proper instructors. The romantic novel offers this instruction. In this class I would put "Lorna Doone," "Ivanhoe," "Kenilworth," "The Tale of Two Cities," "For Love of Country" by C. T. Brady, "A Gentleman of France" by Stanley Weyman, "To Have and to Hold" by Johnston, "The Prisoner of Zenda" by Anthony Hope, "The Bird of Paradise," etc.

Some children at fourteen will still be satisfied with books like "Pinocchio," "Peter and Wendy," "Little Women," "The Little Gray House," "Pollyanna," "Anne of Green Gables,"

"The Jungle Book," "The Secret Garden" and "Captain Martha Mary."

Should BOYS and girls play together?

One reason why boys and girls should play together is that boys have something to give in play which girls need and girls have something which boys cannot get along without. Katherine Ferguson recently called attention to the fact that girls need *daily* friendship with boys. They do not see boys frequently enough. Many of them meet them only now and then at some social gathering. They have no real opportunity to know boys well. They do not get that opportunity during the school recitation. It is rather in simple daily friendships or simple good comradeship that girls have the best chance to understand boys and to learn some of their needs, and the best chance to let boys understand them better. What such understanding means in their future life is obvious.

*How can you train a child to BREATHE through the nose?
(The tonsils and adenoids have been removed.)*

I have had personal experience with a very stubborn habit of mouth-breathing after the tonsils and adenoids had been removed. I have found just one thing that succeeds, and that is the closing of the mouth at night with a piece of silk courtplaster, sealing it shut, if you please, absolutely. My child has for something more than a year practiced this habit and is making progress toward keeping her mouth closed. It is a little difficult at first to get a child to have the courage to try, for when one has breathed through the mouth all one's life, one feels as if he would smother if it was closed. I began a year ago last December and told my little girl that I would give her so much money for each night that she made the experiment with the court-plaster. It was the time when children like to get money together for Christmas. When the Christmas money was thus earned she had overcome any fear of having her mouth "sealed." Of course, she never really likes to have it done; but she does have a good deal of fun when she first wakes up in the morning, trying to make me understand what she says.

How shall I prevent our boy of eight from BULLYING his sister of six?

Appeal to the man in such a boy. Read him stories of chivalry, courage, and honor, and make the stories fit into his everyday life. Appeal to the boy's ambition to be like "Daddy," and show him that Daddy is too big and strong and manly to bully girls. Give him the responsibility of the little sister whenever it is well to do so. Children love to be trusted, and are quick to respond to praise of the fulfillment of such trust. When the bullying starts get each child interested in something else. An older boy will bully somewhat, and the younger girl is likely to provoke bullying to some extent; otherwise they are *most* unusual. As a last resort, and only in a very serious case, treat the boy as a sick child (which he is morally) and isolate him from all but one older person who is to care for him.

We would like some suggestions for BUSY WORK for a child of seven who is too young to read. We find it hard to keep him amused.

The suggestions below imply that home-made toys are better than store-bought toys and that the child is going to be fully as much interested in building his own toys as in having them put together at the store.

Another important suggestion is that of serial play; that is, play which continues to tell a consecutive story from day to day. If a boy can become interested in the things in his Noah's Ark, in animals, in dolls and other toys, his dramatic instinct will lead him to go on from day to day using the same characters with different incidents, and thus play will become practically inexhaustible.

The old fashioned craft of spool knitting is very attractive. (See McCormack's "Spool Knitting"), also knot-tying and simple weaving (see Jesup and Logue's "The Handicraft Book").

The following suggestions are taken from a pamphlet by Alice M. Corbin, published by the Playground Association. She suggests these simple articles as furnishing for the playroom of a child of the age you mention:

Unbreakable dolls—celluloid and wooden dolls.

Paper dolls with dresses.

Dolls made of nature material, such as potatoes and peanuts.
Doll furniture of wood or cardboard made by the children.
Blocks, especially large blocks from the lumber mill.
Pebbles, sticks, and seeds for designing.
Ropes for jumping.
Paper soldiers, cowboys, Indians and animals to be cut out
and used in dramatic play together with the blocks.
Meccano to use in experimental machinery-making
and the following games:
Tumbleline.
Jack straws.
Dominoes.
Tiddley winks.
Crokinoles.
Baseball games.
Table croquet.
Puzzles.

What can we do with a boy of five who cannot pass a corner grocery without buying CANDY?

In such a case I feel that perhaps there is not a sufficient amount of sugar in the child's diet. Look into that matter first and supply the sugar, if it is deficient, by giving a certain amount of good, probably home-made, candy each day at the end of a certain meal. Then explain in simple language the harm that comes to a small boy who eats too much candy, and try by moral methods to break the child of the habit.

I should think that it would help a boy of five who is so anxious to buy candy if an appeal were made to him to save his pennies for a bank account. A postal-savings bank will take ten-cent deposits, and the child will enjoy making his own deposits and saving for them. To save the candy pennies to buy a gift for some one he loves or for some one who is shown to be in need, is often a great incentive. Children are genuinely warm-hearted and sympathetic if their interest be tactfully aroused.

Should parents allow children to have CHARGE ACCOUNTS?

Certainly not; no habit could be more destructive of a good

financial system than this. It is a bad habit for parents, and it is ruinous for children.

How much should children receive at CHRISTMAS?

What children receive at Christmas should depend somewhat upon the resources of the home and not upon what other children in other families get. A pretty good way to lead a child to appreciate Christmas presents is to let him help earn the money to purchase those which he himself gives. When he finds out the worth of money he is less likely to be dissatisfied with what he gets. It seems better that each child in a family should receive one good present, well thought out, by the coöperative giving of the others in the home, rather than a lot of trivial things of little use or value. By a young child, for example, a good train of cars with a lot of track and a stout engine with perhaps some blocks to build his stations, would be more prized than a cheap train that would not go, though a lot of candy and other trifles were added to give value to his Christmas. For older boys the Meccano is an almost inexhaustible source of pleasure.

At what age do you think a child should begin to attend CHURCH?

If church-going is made a privilege, the children should not begin going until they are old enough to get something out of the service. Probably they should begin Sunday-school attendance at about the time they go to school, but church attendance may well be postponed for two or three years. Even then the attendance might be restricted to three Sundays in the month, each child in turn being kept at home during one Sunday of the month. The fact that they usually prefer to spend that time in bed or in partial undress indicates a real physical need for solitude and recuperation. Of course, where the local church especially provides for the children, church attendance may begin earlier than where no such provision is made.

What can I do to get my boy to keep his nails CLEAN?

Sometimes a distaste to performing this part of the toilet comes from unintended roughness on the part of the mother when the child was a baby. The child's nails should be kept trimmed

with blunt-pointed scissors. A wooden toothpick is the safest thing with which to clean a baby's nails. As soon as the child is old enough to take care of his nails himself, he should be provided with an inexpensive manicure set in an attractive case. The gift will tend to awaken his interest in the care of his hands and nails. He may be required to pass inspection, like a small soldier, each morning before he is allowed to come to breakfast. A story is often helpful: of a little boy whose ten soldiers could always meet morning inspection safely, or of the boy who would not keep clean, in the famous old tale of the Pig Brother.

Should a girl of high-school age be allowed to select her own CLOTHES?

It is very hard to answer this question. Some girls are devoid of good taste, while some girls have better taste than their mothers. (A woman who has poor taste rarely knows it.) It seems cruel to force a girl to wear a dress if she heartily dislikes its color or design. There is a chance for a girl to learn something by making a slight mistake in choosing her clothing. If a girl's heart is set on a certain dress and the mother does not consider it too conspicuous, the girl ought to be allowed to have it even though the mother does not feel that it is becoming. In one case, a girl with red hair insisted upon wearing pink dresses and bows. Of course the other girls laughed at her and she soon learned her mistake. But the dress had to be worn out, and the girl was taught her valuable lesson more thoroughly than would have been the case had she merely been thwarted in her choice. We wish to train a girl's taste, but we do not wish to destroy her individuality.

What shall I do about the COMPANIONS of my children whose influence I fear to be bad?

I would bring to the home a great many children whose influence I believed to be good. I would also bring the other children to the home, both that I might know them better and discover the good that probably is in them, and that they might be compared with the right sort of companions. Children of bad tendencies usually are not bad or harmful while they are in our own homes. Since it is impossible to *disown* the neighborhood

in which we live, it seems wise to recognize our responsibility for the undesirable children and try to change their character to some degree instead of depriving ours of their companionship.

We have a troublesome lot of boys in our neighborhood—shall we keep our son away from them or what else shall we do?

Many mothers are willing to have their own children play with their neighbors' so long as they do so entirely on the home lot. If every mother took the same position, there would be no playmates. We usually have to grant a reasonable amount of interchange. Why can this not be done coöperatively? In one neighborhood six mothers agreed to be responsible, each in turn, for the play of all their children for the six week days. Each child brought one toy to the play-place for the day. By that plan each mother got five days of rest and all the children pooled their play and playthings.

By the time boys and girls get to be ten years of age, they organize into gangs, boys with boys and girls with girls. Puffer tells us that, allowing for two or three pairs of brothers in the same gang, each group will commonly represent at least a half-dozen households, and these households, he properly insists, ought to be able to provide the gang with the essentials of profitable existence. Somewhere in those families, there should be at least one spare room, one large back yard, and one father, uncle, or big brother, who likes boys. Somewhere in those families there ought to be country relatives or the owner of some real camping ground. The only thing, he continues, for the group of households related to one another through a gang to do, is to recognize their relationship and live up to it. The father who has no room for a shop can put up the money for bats and balls; the mother who cannot stand the boys' racket can provide grub for the summer trip. Somehow or other, six reasonably well-to-do households, if only they will stand together, can always manage to give the gang about all it needs for its best efficiency. The activities of the gang have been so thoroughly studied that there would seem to be no excuse if we do not understand them. For example, Sheldon found that sixty per cent. of boys' gangs had athletics as their chief activity; that seventeen per cent. engaged in tramping, building, hunting, fighting, and preying;

that eight and one-half per cent. were industrial in character, while associations for literary purposes comprised only thirteen and one-half per cent. Since eighty per cent. of those interested in athletics play such group games as baseball and football, evidently every gang must have level space for play. Since seventy-four per cent. engage in such industries as hunting, fishing, building huts, and going about in the woods, they should have access to a forest. Since sixty-eight per cent. go in swimming, they should have a swimming-hole, and since sixty-seven per cent. of them enjoy "plaguing people," they evidently need a chaperon or an adult counsellor and advocate.

I have children of different ages. I am considerably concerned about their playmates. Can you say something about this matter of COMPANIONSHIPS?

A wise man said, "Send your son to college and the boys will educate him"; but boys begin that process of education I believe at about the third grade. If parents realized their comparatively insignificant position from the boy's standpoint, their discipline and management would sometimes be quite different. The majority of mothers lose their vital hold on their sons when they are about four years old. A very large percentage of those whose influence persists after that time fall victims to misunderstanding in the third-grade period. At that time particularly the mother must, if she would remain powerful, be so through the friends that the boy has chosen. The question sometimes arises: Shall children choose their own friends? One thinks as sensible a question would be: Shall children chew their own food? Material may indeed be presented to tempt your appetite, but it is only you who can masticate and assimilate it. You may possibly have some influence over your children in the selection of their friends, but the actual choice, I am sure, must always remain a personal matter. It is indeed very perplexing that children have so little respect for the well-laid distinctions of Society, and that the boy across the alley is almost universally more attractive than the boy across the street. That fact brings us face to face with another very frequently repeated question: Shall the mother know all her children's friends?

A comparatively few families live in a protected and restricted

area where they will not naturally come in contact with any but people of their own social ilk. Doubtless such a locality is the protection that any wise parent would make for his children if he could.

Your child surely will choose his friends from the people with whom he comes in contact. You can rely somewhat upon the influence of children whose parents you know and approve, but doubtless, happily for the democracy in which we profess to believe, for the few families thus protected there are thousands who must take their share of the good and evil that the community in which they live presents. To come back to the question: Shall a mother know all of the friends of her eight or nine-year-old boy? My reply would be, Know them cordially, hospitably, and play fair enough to try to put every one in the best possible light. If the boy your son picks up is actually a fine character, you want to know it, that you may give the boys the benefit of each other. If merely his manners are crude, association with you will improve them. If his thought is base, it will be much more likely to reveal itself to your boy's eyes after his friend has been in your house and in contact with the things that your boy prizes. Opposition on your part will only clothe the lad with added charm. Things right themselves. Know all your children's friends. Help along all their schemes. You are no longer the one chum of your boy, but you may be one of his dozen friends if you manage right. A cave in the back yard about which Mother knows and a few things swiped from the larder to be eaten as a delectable repast is a much safer path through certain stages of development, than the one that may develop if you complain of the clay tracked into the house, the loss of a piece of cake, or the various inconveniences that come from furnishing headquarters for the bunch. Maybe you and Dad can take the whole gang fishing. You cannot overestimate the importance of such expeditions as that.

The friendships of little girls after four or five years, when they begin going to school, are much more easily controlled than those of boys. It is, however, equally vital to continue to be one of the chums of your girl when you have ceased to be the only one.

We have not as yet made up our minds exactly what we would choose if we could have it, in relation to the matter of the association of girls and boys when they have reached the charmed adolescent stage. A few courageous souls declare that, ideally, girls and boys should be chums from the kindergarten on, simulating the interest which they may not feel when they are little in order to make more convenient the expression of the interest which they do feel when they are older. Others equally earnest would be glad to have children more or less separated both in school and in play from the time they leave the unconscious little-child time until they are distinctly young man and young woman. The situation is, however, rather more local than individual. Only the exceptional people can actually carry out a plan at variance with the neighborhood.

The parent-comrade again has an inning with his child at the adolescent period. There is much that your boy wishes to do, and he is very ignorant. He will be happy to have Mother tell him, or at least, if he knows already, to have her reënforce his opinion as to just how he is to be the courteous and decorous young gallant. As we attack our problem more intelligently, we shall become more helpful to our young people on the side of their formal expression of admiration, courtesy, and affection for the little partners of their choice. The adolescent period is preëminently the time for the formation of ideals. Perhaps no other generation has lived whose ideals need to be so lofty and whose perceptions need to be so clear as those of this generation. Never before has there been a clearer call for the translation of will and determination into character. Can we steady the boys and girls to their achievement? The things which we have taken lightly, to which we have given scorn and ridicule, are, if we see our matter clearly, steps by which our children mount to the best. Whether they ascend, or trip and fall, depends largely upon the companions with whom they associate. Among those companions should be some who have traveled the way before.

Every community has much work that needs to be done which could easily be accomplished by organizing and utilizing the forces of its young people, so that the youthful companions

might have an interest in working together. Dandelion days, for instance, have been a pleasant method of attacking the yellow peril. If we would but arrange the matter wisely we could have every squeaking gate in the village properly adjusted, every door needing paint attended to, every creaking chair repaired, as well as weeds destroyed and waste places made to bloom, if we but knew how to get boys and girls to work together on such simple civic problems. Almost anything will serve as an excuse for getting together; considerable results may be obtained if the getting together means doing something worth while. Most communities would be made happier if they would agree to the establishment of certain customs in the social life of their young people. If there was one night in the week when everybody stayed at home that arrangement would help somewhat. Perhaps even if there was one night only in the week when girls received calls at home, that custom would steady matters. We are indeed in a very transitory state in most communities as to just what expression should be given to the natural longing of young folks to be together.

What is the best way to begin to teach a child of seven CONCENTRATION?

Often, lack of concentration is owing to habits formed by imitating adults who pass hastily and carelessly from one subject of conversation to another and from one act to another. More often it has been encouraged because a child has been frequently interrupted in his play. Mothers do not seem to realize that to call a child away from play when he is utterly absorbed is the way to break down that important quality of his mind. Lack of concentration, of course, is simply divided attention. We may do a great deal to encourage concentration by placing the child in a quiet place where there are few distracting objects and getting him extremely interested in doing something, and persist in this habit until he has learned how to control himself and to give his attention distinctly to one thing. Professor Murry recommends that young children be occasionally given a short time limit in which to do a given task. For example, two minutes may be announced as the limit for reading a half page. Under such stimulus children will do their best, and when they

have accomplished several such tasks successfully, reference to their success will instill confidence that they know how to give close attention, that they can do again what they have already done.

Occasionally give the child work which is not really hard but which requires the putting forth of all his mental energies. Once in a while let him work on in spite of some slight discomfort, provided he is really well and the task is not prolonged. The feeling of conquest when the work is over will give him exhilaration to concentrate his efforts for success on some other occasion.

What is the best way to gain the child's CONFIDENCE?

It is a natural condition that the mother is the confidant of her child, because, during his dawning intelligence, she is the source and circumference of his life, not only physical but spiritual; and therefore in proportion as we are wise mothers, we keep our children's confidence. But having lost that confidence, how shall we regain the precious possession? Perhaps no more general statement may be made than this: "Getting the child's point of view." To do so it is not merely necessary to love your little one, for you may love him deeply yet be blind to his needs and oblivious of the things that interest him. It is just such blindness and ignorance of his interests that separate the mother and child. Therefore what you will do to regain the confidence of an eight-year-old girl is not different from your flank movement once more to get in with your fourteen-year-old son. There is always one thing which will take the citadel of any child's heart, and that is playing fair according to his standards.

One of the best authorities answers the question by saying, "Never lose it." There is certainly a time in the life of every child when his mother has his complete confidence. That confidence is lost by untruth on the part of the parent or by unreasonable exactions or by suspicion. The way to get back to confidence is to retrace the road that led the mother away from her child. If the mother has lost the child's confidence by not fulfilling certain promises or by promising penalties that were not exacted, then she must become invariably truthful. If the

mother has lost the child's confidence by undue exactions, she must begin afresh by renewed fairness and by endeavoring to explain to the child how reasonable her requests are. If she lost the child's confidence by suspicion, the way back is much harder. The child that is suspected usually soon becomes worthy of suspicion. In such a case it is often best for a mother to make a frank confession to the child and throwing herself upon the child's generous feeling, start a new agreement, that each shall be invariably true and speak only truth to each other.

The confidence of children is best gained and retained by never telling them anything but the truth; by telling as much of the truth as they can understand; by making it clear that there are certain things which you tell them and only them, and of which they must talk to no one but yourself; by choosing as their playmates children whose mothers have been truthful with their own children.

Be absolutely honest and just in all your dealings with your children. Keep a promise at any cost. Never belittle a child, but give it the respect you would accord a grown-up. Do not indulge in social lies, allowing your children to see you in a dishonest light. Do the things yourself that you expect your children to do. Enter with spirit into all their interests. Learn to talk school, sports, and pastimes, as well as politics and the best methods of keeping house.

I know of a father who said to his boy: "Always remember that I am your best friend. You can trust me. If you ever do anything that you are ashamed of, come straight to me, and together we will take care of your mistake in the best way. You will need me whenever you are perplexed or in trouble and you may always be sure that I shall understand and love you and can help you to make good. We will try to be honorable and manly and not make mistakes, but if we do make them we will help each other to straighten things out."

How shall I break my boy of six of the habit of CONTRADICTING?

No boy of six should have been allowed to form the habit of contradicting. Such faults are best corrected before they become habits. Since the habit has been formed do not let *one* instance

pass uncorrected, no matter who is present or what are the circumstances. Insist on instant retraction and apology. Teach respect and insist that it be shown.

Tighten the reins of your discipline. Explain to your children definitely why they must meet your requests or demands promptly and without remark. Perhaps, if it is especially hard for them to cure themselves of their habit, you may arrange some way of keeping tally on how many times they succeed in taking a direction without reply or comment.

Personally, I believe that there should be a time when children's reasons should be heard, but it may not always be just when the child wishes to give them. If the mother is in command of herself and the situation, she does not have much difficulty. It is when she is irritated and worried, perhaps half sick and too busy, that her children feel that they can argue and talk back.

What shall be the relation of the home to the COURSHIP of its daughters?

The home ought to be the proper place for all the natural relations of its daughters with their friends. Young men should be invited to the home like young women, as friends, on proper occasions. The home is not to act silly about such callers. If the visitors are undesirable, endeavor to find and welcome those who are more desirable, with whom the undesirable must compete. The attentions that should be allowed must be regulated by the age, school demands, and other social requirements. When it does seem possible to admit a young man to the home upon unique terms, he should be treated heartily and be made to realize the responsibility, as well as the privilege, that is afforded him. The home should then protect the interests of its daughters by suitable hours and other proper social restrictions.

What shall I do with a child who frets and CRIES whenever he is corrected?

A child that is well should not be allowed to "fret and cry." That sounds very drastic, doesn't it? I think, however, that if we actually believe that if a child is comfortable he need not whine, we shall bear ourselves with a stern and forbidding man-

ner toward his peevishness. We shall not respond by giving the things that he cries for and gradually he will learn that crying will not procure what he wants. Of course, every mother knows a thousand ways to work toward this desired end. She may say, "When my boy asks for an apple, he may have one, but not when he whines for one," or "When my boy asks to go out of doors in his cheery voice, he may go." I believe it is better to excuse crying, even howling, if you like, than whining. As a general thing it is too many clothes in a warm room or unwise diet that gives children the inclination to whine. When we are tender to whining, considerate of it, yielding, it becomes a habit. If a child cries when he is corrected, perhaps the mother will have a talk with him when they are very happy together and scolding is far from her thoughts. She may tell him that no brave man ever whines.

How can a small child who CRIES whenever crossed best be taught to control his temper?

We must remember that there are many kinds of cries. The mother must be certain that the child is crying because of actual temper. Then, too, she must remember that temper is itself a complicated affair. It sometimes involves physical malady, sometimes loss of sleep or some other kind of discomfort. The child may be crying because he is sick rather than because he is ill-tempered. The child with a temper usually yells rather than cries, which is always an unmistakable sign. The child who is not ill should not be allowed to cry and fret. When we have good reason to believe that the child is comfortable, he should not cry. If he is never granted the thing he cries for he will soon learn that crying is not the way to get what he wants. Yelling may often be stopped by removing the child to solitude. Often he yells simply because of an audience. On the other hand, some children need to be dragged forth into the presence of others, before whom they are ashamed to be seen acting "like a baby." It would be well to approach a child that cries from ill-temper at a time when he is happy and good-tempered, and tell him about the soldiers saluting their officers and receiving difficult commands without being allowed to change the expression of their faces. The child might have drill in saluting and march-

ing off in a soldierly way and without complaint, to execute commands.

My little boy is CRUEL and kicks the cat, abuses the dog, and torments other little living things. What shall I do about it?

He doesn't know what real suffering is and is not able to share through experience in the feelings of animals. I would tell him about some of the wonders of the animal world. I would tell him about the whole cat family in nature, big tigers as well as little kittens. I would explain to him how the cat has sensitive places that are easily hurt. I would, perhaps, gently illustrate my statements by appropriate actions upon the child's own body. The essential thing is to interest the child so much in the ways of the animal world that his desire will be to become its protector instead of its tormentor. It would be well to tell stories about man's indebtedness to animals, about St. Bernard dogs, about cats that have warned people of danger, etc.

How can a mother teach a child not to CRY every time she leaves him?

It has been my experience that even very young children can be reasoned with. By never deceiving a child, never slipping off "on the sly"—but explaining why one must go, and appealing to affection and reason "not to spoil Mother's outing by having her see her child in tears when she leaves"; by being always sure beyond a doubt that the child is well cared for mentally as well as physically while one is gone; by often bringing a slight gift as a reward for his bravery and cheerfulness; and by *first of all* not leaving a very young child often, so that the mother hunger is always well satisfied: by doing these things, I think one will be able to go from a child quietly and in peace. Take pains to go to see the child with all the outside wraps on from the first. Make the going matter of fact, and do not go back to fuss over the child if it should cry. It has been noticeable in my experience that the children left oftenest act the worst, and that those same children are actually much less closely related to their mothers in love and sympathy and actual heart-need than are others who calmly kiss Mother good-by,

confident that she will soon return, and will return at any minute if actually needed, while they know that she has arranged a little extra treat for them or will bring it with her later. They are rather scornful of those who make it hard for Mother by "yelling" and proud of being good while Mother trusts them by going away.

How shall I cure my little child of CRYING for nothing?

Be sure that it is for nothing that he is crying. Especially be sure that he does not get into a state of nervous exhaustion or into a hysterical condition. Let him play outdoors alone a good deal, undisturbed by any one. So far as possible pay no attention to the cry that seems to be causeless. If he cries to get his own way, be sure not to heed his crying.

How can a child of five best be cured of CRYING spells?

If crying seems to be done without apparent cause I would gently but firmly put the child to bed and leave it alone. Tell it crying annoys other people, therefore it must be put away by itself. Usually a child will stop crying if there is no one to listen to it.

How shall I explain DEATH to a four-year-old?

We were looking at the illustrations in a volume of Wordsworth's poems selected for children and came upon "We Are Seven." Among the illustrations for the verses was one representing a little grave with a little girl seated beside it and eating from a bowl of porridge. My boy asked, pointing to the grave, "What is that?" "A mound of earth," I said, and turned the leaf. He turned back to the picture and repeated searchingly, "What is it?" It seemed the right time to tell him. I lifted his hand and asked, "Is this you?" "No, my hand," he said. "Is this you?" I further inquired, pinching his toe. "No, my toe." "You see," I said, "you have two dresses, those that I give to you and your little flesh-and-blood dress that your Heavenly Father gives you. Sometimes, when you are out at play, I go to your closet to get something and I touch one of your little garments lovingly and say 'Bless his little heart!' You see I care for the garment because you have worn it. But

sooner or later your dresses wear out. Then we do with them whatever seems best. Little flesh-and-blood dresses also wear out." "How?" he interrupted. "Do they get holes in them?" "Well," I said, "possibly, but perhaps something else happens that makes them no longer useful. Then, of course, our Heavenly Father, who gave the flesh-and-blood dress, has another, a heavenly dress, ready to be worn." "What does it look like?" he asked. "I do not know," I said. "I haven't my heavenly eyes yet and have never actually seen a heavenly dress, but I am sure that it is beautiful and just right in every way. Now the little girl in the picture knows that the flesh-and-blood dress of her little sister was laid away under the mound, because it was of no use to any one any longer. She likes to make the spot beautiful and comes to it to eat her porridge." Then I read him the poem, which, we all know, shows the little girl as unwilling to count her absent sister as no longer making one of the family and which teaches immortality in a way that may be grasped by a child.

DESTRUCTIVENESS. What kind of treatment is advisable for a child of nineteen months who tears every book that comes within his reach, also newspapers, sheet music, etc?

The child in question has not yet been trained to enjoy representations. It would seem to me advisable to explain pictures to him and to bring within his reach only such books and papers as contain pictures that he will enjoy too much to wish to destroy them. The reason why he tears paper things is, that tearing is the only pleasure which he has learned to get from them. His fingers and muscles are itching for things to handle and take apart. He ought to have blocks that are long and wide and thick, sand that he can mix and pat, water in which he can sail his blocks. If he has plenty of crude material to play with, he will be less likely to vent his energy on books and sheet music. Let him have toys to take apart and manipulate. Give him a tiny tack-hammer, some large tacks and a piece of soft pine board or a bar of soap to nail them into.

How can I encourage my child to keep a DIARY?

A diary may become a kind of game. One mother took a

square of tan-colored book-cover paper and lined it off into squares, thirty-one in all, one for each day in the month. The squares were large enough to allow the pasting on of colored paper circles. A yellow circle indicated a sunny day, a blue one a clear day, a white one a cold day, and a gray one a rainy day. If it was clear in the morning and stormed in the afternoon, the circle was half blue and half gray. Then the child learned to cut out a little paper figure illustrating what she had done, and mount it carefully in the square beside the weather record. A paper umbrella, a basket for picnic days, little paper boats, paper carts for the days when there were straw rides, and flowers cut from seed catalogs illustrated the time spent in the garden or in the woods picking flowers, and all formed charming illustrations of the various activities. Another child kept a diary of camera prints; a third pasted on one page of a note-book a picture of a bird she had seen and on the other a description of it. One of the large-paged note-books is preferable for the small child, because it gives space for ingenuity to be exercised; it offers room for pictures and hand-drawn illustrations, as well as for daily records. The very informality of such diary-making adds to its charm, both during its creation and on reading it over during after years.

My little girl has the habit of DICTATING to her playmates and is becoming unpopular. How shall I correct this habit?

It is just possible that the child receives too much dictation from her parents. It is probable that she never has had the unhappiness resulting from her habit carefully explained to her. It is difficult in extreme cases of a dictatorial disposition to make the child conscious of her defect until she has suffered from its results. Sooner or later the fact of her becoming unpopular will be its own punishment, and as she suffers from the sting of that fact she will be helped to overcome the habit. If you are in her confidence, she will come to you with, "Why am I not invited?" or "Why do the girls like some one else better than they do me?" and it may be that thus you will be able gently to point out to her the error of her way, and plan with her to overcome her dictatorial habit.

What would you do with a girl who is DICTATORIAL to younger children?

This trait will be largely cured through association with other girls, especially older ones, who will insist that she shall give up in turn. She will soon discover that she cannot get along anywhere unless she yields her share. We must remember that if we can only turn dictatorialness into willingness to assume responsibility we may be very glad of its existence some day. There are many occasions when mother is sick or absent from home when it is a great comfort to be able to trust a big sister to be left at home. It is moreover a question whether a certain amount of dictating by the oldest girl is not good for the younger ones. Certainly some young children enjoy her dictating and it may help to some degree in the problem of home discipline.

Furthermore, is it not just possible that the dictatorialness of the older girl is imitative of mother, who perhaps often says "must" when "please" would do better?

How much DIFFERENCE IN THE AGE of playmates is safe?

No difference in age is either safe or unsafe. It is a question of the characteristics that dominate the child. The thinking mother should try to put into her child that which prevents him from receiving untoward influence, while not permitting children to play during long uninterrupted periods in complete seclusion. Left alone for too long a time, one child may stimulate another to investigation that may become abnormally or harmfully interesting. The good child, of course, needs guidance sometimes.

My little girl of six is DISORDERLY, uncontrollable, and nervous. What can I do about it?

About the time this inquiry came in I saw an article by Miriam Finn Scott in *Good Housekeeping* which told of a similar case of a little girl of the same age. Mrs. Scott decided that the child wasn't hopeless but had a distinct personality which was not going to be colorless or conventional. She had keen intelligence and marvelous physical energy which, properly en-

gaged, should develop her into a happy and happiness-giving person. What she needed and what the other little girl needs is legitimate opportunity for the exercise of her powers, together with sympathetic, just, and not arbitrary, repression and loving coöperation. The suggestion is made that she be given a chance to play more freely, particularly games that give her opportunity to utilize her energies in constructive ways. Her destructive tendencies may be cured by providing her with a variety of simple educational material to suit her intelligence. Let her have not only scissors and needles, but hammer, saw, and nails as well. Let the mother try to minimize nagging and correcting and, whenever she is tempted to offer them, to furnish some new occupation or plaything instead.

See also "Orderliness" and "Neatness."

What would you do with a girl three years old who is and always has been terribly afraid of DOGS but is not afraid of other animals?

Have you any idea how this fear came to exist? Did she have a fright in babyhood? Have you reason to believe that this fear may be congenital? Instances are on record of adults who have never been able to overcome this particular kind of fear. This is probably not the case in this instance. It would seem to be possible to lead her very gradually to be interested in one dog, a very little one, which might belong to some friend where she frequently visits. She might be led to become interested in the play and antics of the little creature without touching him; then finally be persuaded to call him to her. If, after carefully guarded play of this kind several times, the child is still terrified instead of pleased, it would not be wise to pursue the experiment further. Naturally, she will, in some measure, outgrow her fear as she grows older. I should make it a point to tell her stories of good and noble dogs and to suggest to her at such time, "Some time you may have a dog as a very good friend. You will not be a little bit afraid of him."

What is good for children who seem to DREAM all the time and find it hard to set about things?

Where this dreaminess is accompanied by strong imaginative-

ness and the child is in good health, it would not seem to be necessary to worry about it. The child is likely to become prosaic enough later on. Opportunities for leisure and meditation are none too frequent in our hurried days. On the other hand, if the child seems physically languid, he may need careful medical examination and treatment. Again, if he is physically strong but dilatory about his tasks and incompetent about them when he undertakes them, it would seem wise that he should have a regular course of occupations, simple and easy, but which he should face regularly and be required to perform at the times designated. In other words, let him face a little wholesome reality, presented wisely and effectively.

Is it necessary that my child should enjoy everything he has to do? Must not the element of DUTY as well as of pleasure come into some of his activities?

Certainly. Duty as well as pleasure must dictate the child's activities. Miss Agnes Repplier has been saying a great deal lately in her terse way against what she calls the sentimental view of education. Speaking of the motion-picture shows, she acknowledges that a great deal of desultory information may be acquired from films, but desultory information, as she says, is not and never can be a substitute for education. "And habits of play cannot be trusted to develop habits of work. Our efforts to protect the child from doing what he does not want to do, because he doesn't want to do it, are kind but singularly unintelligent. Life is not a vapid thing. No pleasure it can give, from the time we are seven until we are seventy, is comparable to the pleasure of achievement." Sturdily defending the old-fashioned education, Miss Repplier defines it pretty accurately when she says that it was not called training for character but that it was admittedly training for behavior, and the foundations of character are the acquired habits of youth. She thinks that one of the fine things about a well-educated child is "proudly accepted responsibility," and that "there are few things in life so dear to a girl or boy as the chance to turn to good account the splendid self-confidence of youth."

Can you say something helpful about habits of EATING

among little children? I have in mind not only the taking of food in a proper way, but table manners.

In all our dealing with the little child, it is well to remember that we are his guide on the way from barbarism to civilization. We may assist him to make a somewhat more rapid journey along that path with its diverse windings than he could make without a guide, but he must make the journey himself and he must, as it were, make it on foot; that is, we cannot arrange any method of rapid transit for him which will deprive him of the basic experiences, unless we wish him to suffer in character and development.

Of the processes over which we have control, eating is the most basic and primitive. It is apparent that the race could not have been developed had such important functions as breathing and sleeping been left within the jurisdiction of human control. Eating is fundamentally a question of feeding. Let us reënforce our patience with that thought when our children are *trying*. As soon as the early human creature was able to find his food he no longer needed his mother who had assisted him to acquire that ability. He wandered alone and had no need of rules for mastication, for food was scarce, and the digestive powers were not overburdened with quantity. Now and then when happy circumstances provided a feast, he gorged himself, and then went away to sleep and give his system undisturbed opportunity for the assimilation of its food. Hunger was keen and impelling to the search. Food was eaten raw at first and the table and its manners not yet come into vogue. If you will look at the average boy from six to twelve, you will see how thoroughly some of the phases of the condition just described accord with his stage of development.

Fortunately, though perhaps in some phases unfortunately, many things have happened in the circling years to the human being, to his food supply and his assimilative powers. Now in order that a feeding may serve its purpose, it is necessary that it should be received slowly, be as far as possible free from deleterious bacterial life (*ripe fruit of civilization*), and that the individual receiving it shall be in a comfortable state of mind.

The preliminary paragraphs have seemed necessary to freshen

our minds on the point that primarily eating is an individual requirement and not a social function. We are likely to forget that, and in our effort to bring our children through the individualistic stage we often make our tables a training school for manners, a nightmare to the guest and a serious discomfort even to the head of the house. "But," you exclaim, "children do act so, and they must be taught better!" Yes, to both of those exclamatory remarks, but example is the most successful of school-masters, and to make your training conspicuous is a flagrant breach of etiquette. Until a child ceases to be fed and begins to eat he may properly be said to have no place at the table, since the moment we take food in the presence of another, the social element enters.

Then we are not concerned merely with getting food and reducing it to our purpose, but we must accomplish those feats in such a manner that it will not interfere with our companions' comfortable performance of them. So until the child cares to be with others and has some discretion in ways of eating, he properly has no place at the table. Perhaps it is one of Nature's wise provisions that to most of us the baby ways of our own are not a disturbance. Most American families find more pleasure in having "our own baby" at the table than in the most careful decoration and appointment that might be set before the critical eye. But if the baby frets or makes the meal difficult it is not a hardship for him to be excluded, if he has not acquired the habit of making mealtime a season devoted to his particular worship.

The art of eating properly is not acquired without instruction and persistent effort. The mother gives her instruction very quietly; and then so long as the child is trying to do well, I am sure that she gets her best success by commanding its efforts. There may be a little private sign between her and her little child if he is eating too fast, if he reaches too far, or otherwise needs admonition; and if, from the beginning, he were, whenever necessary, slipped away from the table just on the ground of an unprepared condition, as not yet having "learned how" quite well enough, it would be at once a relief and an incentive to better effort. Into one error let us never fall; that is, into mak-

ing in a fretful or sarcastic way before your child, who has not yet attained acceptable table manners, a graphic presentation of his error. Our reproof will but deepen the impression in his mind and make quite possible other repetitions. Say "Mamma uses her fork for her potatoes"; not "For goodness' sake lay down your spoon; you're too big to eat potatoes that way!"

All authorities agree that children should have their food regularly and take plenty of time to consume it. A simple and nutritious breakfast, without any meat, is better for most children. A warm luncheon is most desirable, and if it is partaken without the mother's supervision, it is perhaps a most difficult meal to be sure of. While "piecing" is not to be recommended, there are few children who do not come home from school "starved," and to have something at hand that is appetizing and digestible seems wise. Going to school is no longer to be regarded as a light task, but as an engrossing business—"a man's job"—and it helps very much to undo the nervous tension and get rested rapidly if one has a "bite to eat." Ideally, all children would have an early supper to make way for an early bedtime. But as dinner is the only time at which many families are all together, that matter, except for the very little folks, must be adjusted as best it may be.

The most difficult question of hygiene is to get children to masticate sufficiently. Perhaps a close second is the question of drinking rapidly. Most authorities recommend the consuming of generous quantities of liquid, but milk should be sipped and water, not too cold, drunk with moderation. In this, as in all other questions, the way Father and Mother do is final authority, and their example is likely to be followed. The old-fashioned thought that the child's meal was to be placed before him and that he was to eat it all and without comment has, happily, passed away; but it still seems unwise to pay too much attention to the child's whimsical dislikes. It is a decided advantage to a human being to be able to eat all kinds of ordinary food, and if a small quantity of properly prepared food is placed before the child on successive occasions, he will be very likely to acquire a taste for it. Except under special conditions, the modern parent is not likely to require a child to eat all that is

put upon his plate or to compel him to take food that is distasteful to him.

The family meal is a social function, and, as in all other social functions, unselfish thought for the rest of the group will give the proper attitude. Father serves the family before himself, and it is important, doubtless, that he serve Mother first. If, following his example, the child becomes alert to "help," the technic of manners will rapidly be acquired.

Some things we must, however, always remember. Children are hungry. The number of moments spent in waiting rises to a third degree of impatience and discomfort. They wish to be good, to help, to do as others do, but their endurance is not great. The leisurely serving of several courses is not only fatiguing but an absolute distress to most children. A mother should be able to get her child's point of view in such matters and, if possible, plan for his relief. It is often possible to call for a little service from the child, the rendering of which will involve his leaving the table for a moment. His service brings the inspiration that comes from being recognized as capable of helping, and rests the child by change of position and exercise.

Not long ago I was a guest in a home where the three little children, under six, had a distinct part in the devotional exercises before the meal. It dignified the children and added to the impressiveness of the service. Moreover, the oldest child, a girl, served the butter, and the next little one was looking anxiously forward to the time when he could have a part that he might perform. Children will have better manners in proportion as they feel themselves necessary in the proper serving of the family meal.

It should be important to all parents that the whole family is gathered around the board at least once a day, and as it is necessary that the food should be plentiful and well prepared, although it may be plain and perhaps inexpensive, so it is desirable that the table be well arranged and as beautiful as circumstances will permit. All the points mentioned are important, and it should become the habit of the family to observe them. But greater than all other needs is the need for cheer,

for excellence, not of food nor of decoration nor of numbers, but of heart-harmony, for the joy of soul that is the best tonic for digestion, the best sauce for all meat, and a better harmony than are the sweetest strains of stringed instruments. The best of all habits at the table is to partake of the food set before one with contentment of spirit and serenity of heart.

How shall I break my daughter of the habit of holding her mouth open because of EMBARRASSMENT?

First, be sure that the habit is the result of embarrassment.

The answer is, Treat the cause, not the symptom. The child evidently is shy and self-conscious. She should be distracted into forgetting herself and encouraged by judicious appreciation when she succeeds in doing so. Her particular infirmity should never be noticed nor commented upon. She should not be pushed forward or made conspicuous. Let her, at first, remain as far away as possible from others, in a corner perhaps, but stimulate her to interest herself in what they are doing and saying. If she can only forget herself, she will appear natural and even graceful. Try to bring to the house strangers and older persons who will treat her naturally and pleasantly without undue attention. Above all things, make her feel that she is in no sense "different" from others, but that she has a real contribution to make to the general fund of conversation. If she can serve others she will not merely cease to be shy, she may become beautiful.

What shall be done with a girl of ten who EXAGGERATES?

Much patience is required in handling a child who exaggerates. Care should be taken not to confuse the natural imagination of a ten-year-old with a real desire to create a wrong impression. When the child makes an overdrawn statement, make her repeat it again and again, so that she may finally get a true conception of what she is trying to say, state it accurately, and prefer to do so. Be gentle with her during the repetition, so that in her fear she may not make even a wilder statement. Be careful to follow the plan outlined—not occasionally, but whenever an overdrawn statement is made.

Can you suggest some good physical EXERCISES for a little child?

The following are gathered from Madame Montessori:

1. Hang a heavy, swinging ball from the ceiling. Two children sit in their chairs opposite each other and push the ball back and forth. This is an exercise for strengthening the arms and spinal column.
2. We don't know why children are so amused by walking on a line, but we do know that it is good exercise. Draw a chalk line on the floor or extend a piece of white tape for ten or twelve feet for the child to walk on. This amusement is valuable in improving the carriage of the body.
3. Later, walking upon the edge of a plank supported by standards, takes the place of walking on fences. The effort is a training in bodily balance and it also develops courage. Hold the child's hand at first if he is timid.
4. Dr. Montessori emphasizes the value of jumping and climbing. Jumping is one of nature's best exercises for developing strength in the legs and judgment in coördinating the movements. The eye, too, is trained in judging distances, and courage gradually develops. Guard the child at first, but let him begin to jump from one low step in his second year. Have a little flight of steps in the nursery, or use boxes of different heights.
5. Dr. Montessori also mentions several painted lines on the floor to measure child jumps. Jumping in and out of a circle is another simple game that children enjoy. Several circles are drawn one inside the other. The child stands in the center and tries to see how far he can jump out. Color in the circles adds to the child's pleasure.
6. Dr. Montessori sees the need of the swing for training in rhythmical motion and courage. She suggests a broad-seated swing to support the legs in an extended position, the feet to strike a wall. This strengthens a weak child's knees.
7. Two small rope ladders are hung parallel to each other for the child to swing between. Another simple piece of apparatus is like a fence. A few parallel bars supported by uprights make such a fence, which gives a child opportunity to climb and also

to walk sideways and even backwards on the floor. Every mother knows how a child loves to play on a gate or a fence and to "sidle" along.

8. The child's legs are much shorter in proportion to the length of his whole body to those of an adult and for this reason the child tires of the erect position, is apt to throw himself upon the floor, kick out his legs, climb, and jump, making many movements to strengthen his legs without knowing why.

9. Dr. Montessori believes in the use of simple pieces of apparatus such as the fence, the rope-ladder, the swing, in strengthening the hand in clasping and holding. Such movements must precede the finer movements necessary for writing and drawing and such handwork as sewing and cutting. She believes in using rhythmic games in marching, and in the use of ball and bean bags, kites, hoops and games of tag.

10. Dr. Montessori believes in respiratory gymnastics, though she believes we should not make young children conscious of breathing exercises too soon, and they may imitate deep breathing as a game. She thinks that deep breathing in the open air accompanied by a few simple arm movements will develop lung capacity.

11. In addition to the apparatus named, one may have a tree for the little ones to climb. An ordinary short stepladder is useful. A horizontal bar may be fastened in the doorway. Place a low bar for jumping over, and raise it gradually. It may be, at first, supported on the lower rungs of two chairs.

How can I teach my small boy to play FAIR?

It is very important to the child that he should live among people who "play fair." He has the power to be more impressed by the atmosphere that surrounds him and more affected by the example of those whose actions he may not clearly comprehend than by the things about which he can reason and express himself clearly. So the first way in which to encourage fairness in a child is to be fair. Show him that in all your relationships you consider the rights of others and weigh the matter of what is due to each, not only in the family relations but in the neighborly relations, not only with your social peers but with all with whom you come in contact. Let him see that you think it not

fair to the grocer to expect goods to be delivered that haven't been ordered in season; not fair to the maid to make her extra work; not fair to the laundress to soil carelessly the clothes on the line. If his parents are careful, the whole of life, as it unfolds before a child, is an exhibition in which he sees that his parents are always aiming to be fair, to pay for what they get,—not only in service but in appreciation—and at every point to give each his due.

In his own little world, play is the child's ethical educator. The game is short and the result of injustice easily and keenly felt. He will not play with people who don't "play fair" and, what is quite as important, if he doesn't "play fair" they will not choose to enter his games. It is tremendously important that children be helped to be fair in their dealings with one another. If they can be led to submit acute difficulties to arbitration, well and good; if they must settle them behind the barn in a fisticuff, that is not a serious matter so long as justice is vindicated. Because his playground is the laboratory in which he is evolved, it becomes of serious social and economic value.

What is the best way to deal with a child of so vivid imagination that sometimes it seems to lead to FALSEHOOD?

It takes a child of parts to tell the truth. The young untrained mind cannot always distinguish between thought and reality. The youthful mind believes whatever it thinks and believes that saying a thing is so is much the same as its being so. A child tells as the truth that which he has thought, and his vivid imagination makes him believe that he has seen it as fact. The first thing evidently, then, is to teach the child to *see* the truth, or to distinguish between thoughts and wishes, and facts. It is especially necessary in such training to give the child exercise in truth-telling. Cause him to remember, to recall happenings as exactly as possible. During his early years it is also important for him to recognize that memory is given him for the purpose of true reproduction, and that the memory of dreams and trances is as strong as the memory of facts. There are actually only two causes of deliberate lying—fear and desire. The very attempt to get a child to tell the truth by cold insistence often tempts him to lie because of fear. We should, as far as

possible, remove both the motive of fear and that of desire. Most of all it is imperative that the child should live in an atmosphere of truth-telling, where the exact truth is not only always told, but where it is really lived.

How can you teach a child not to expose FAMILY MATTERS to strangers?

It is very hard for children to be secretive even though they try. May it not be possible that we who are older talk over family matters with unnecessary freedom? Is there not too much "small talk" at the table? While we wish our children to share in all family interests we might as well, for a time at least, decide that if we do not wish anything told outside the house we had better not tell it inside within the hearing of the children.

It is well also to suggest to children that each family has its own family interests just as it has its own house and that they seem to belong especially to the family group, not to the neighborhood.

FATHER. How can I get my husband to take more interest in the children?

It seems necessary to develop in him more of the paternal instinct. That may be done in several ways, for which the following may prove helpful suggestions:

1. Help him to note the dawning intelligence, the response, and the helpless charm of his baby, and talk over the lovable qualities of all his children.
2. Discuss your mutual plans for the children's future.
3. Enlist him in the pleasant tasks of caring for the children, such as playing with them when they are at their work.
4. Emphasize the admiration that the children feel for his manly traits and persuade him that he is the hero of his children, that they expect very much of him, that they will imitate him.
5. Do not insist upon his engaging in discipline when he is tired or unprepared. If such discipline is ever necessary, try to give him time and opportunity to put himself in the child's place before he gives the discipline.

6. Take advantage of holidays and vacations to have family parties in which all the household may be particularly happy.

7. Whenever difficult questions come up, seize upon a favorable opportunity for careful conference with him concerning them. One mother had a way of taking Father to walk in the cornfield when she wanted to talk. Her habit was not owing to the peculiar properties of the cornfield but, living in a small house in the midst of a lively brood of children, it was the only way in which she could have a quiet conference with the father.

8. Bring to his attention, so far as possible, magazine articles, books, lectures, public meetings, etc., which deal with the general subject of education and the training of children.

FATHER. How may I get my husband more interested in the children?

Give him the pleasantest task first. Don't use him as a threat or as a bank-account, but as a companion, as an example. Call him in to enjoy the babies' bath, the babies' first attempts at walking, the children's games and bedtime hour.

With an older boy, I would encourage the father to take his son to a ball game or to buy a ball and mitt for him to use, and to join some athletic club with him. With a growing girl I would plan occasionally that father and daughter go alone to a musical or the theater.

FATHER. How shall I get my husband more vitally interested in our children?

A certain man had two sons, and the younger of them said to his father: "Father, give me the portion of thy time, and thy attention, and thy companionship, and thy counsel and guidance which falleth to me." And he divided unto them his living in that he paid the boy's bills, and sent him to a select preparatory school, and to dancing schools and to college, and tried to believe that he was doing his full duty by the boy.

And not many days after, the father gathered all his interests and aspirations and ambitions and took his journey into a far country, into a land of stocks and bonds and securities, and other things that do not interest a boy, and there he wasted his precious opportunities of being a chum to his own son. And when he had

spent the very best of his life, and had gained money, but had failed to find satisfaction, there arose a mighty famine in his heart, and he began to be in want of sympathy and real companionship. And he went and joined himself to one of the clubs of that country, and they elected him Chairman of the House Committee and President of the club and sent him to the Legislature. And he fain would have satisfied himself with the husks that other men did eat, and no man gave unto him any real friendship.

But when he came to himself he said:

"How many men of my acquaintance have boys whom they understand and who understand them, who talk about their boys and associate with their boys and seem perfectly happy in the comradeship of their sons, and I perish with heart-hunger? I will arise and go to my son and say unto him: 'Son, I have sinned against heaven and in thy sight, and am no more worthy to be called thy father. Make me as one of thy acquaintances.'"

And he arose and came to his son. But while he was yet afar off his son saw him and was moved with astonishment, and instead of running and falling on his neck, he drew back and was ill at ease. And the father said unto him: "Son, I have sinned against heaven and in thy sight. I have not done my duty by you, and I am not worthy to be called thy father. Forgive me now and let me be your chum."

But the son said: "Not so. I wish it were possible, but it is too late. There was a time when I wanted to know things, when I wanted companionship and advice and counsel, but you were too busy. I got the information, and I got the companionship, but I got the wrong kind, and now, alas! I am wrecked in soul and body, and there is nothing you can do for me. It is too late, too late, too late!"

NOTE.—The above is reprinted from a pamphlet distributed by the Community Boys' Work Division of the Young Men's Christian Association of Tulsa, Okla.

FATIGUE. Sometimes I think the reason my child is not good is because he is tired. Is this an excuse or a good reason?

There is perhaps no matter concerning which it is more important for parents to be observant than signs of fatigue in their

children. And this is true not only because fatigue may be the prophecy of physical illness but because of its close relation to character. It may be stated almost as an axiom that the child who is tired cannot be good. Some parents do their children more injustice by mistaking fatigue for wickedness than in any other way. We are often tempted to whip our children for what is nothing but exhaustion.

There is a very interesting chapter in Professor M. V. O'Shea's "Dynamic Factors in Education," on "The Influence of Fatigue on the Efficiency of Mind and Body." Professor O'Shea does not deal in this chapter directly with the relation of fatigue to morals, but every statement which he makes concerning the influence of fatigue upon the efficiency of mind and body has an even more direct bearing upon character.

In the first place, he says that fatigue interferes with the will of the child to engage in any vigorous action. Even the child who has not engaged in physical exercise all day may be so tired at night after school that he does not want to exercise; not, of course, because his muscles are tired, but because the brain is tired and so is unable to stimulate the muscles to vigorous action. This condition no doubt accounts for a great deal of the so-called "laziness" of children, a moral malady with which most parents have little sympathy. The father or mother who has been working hard all day, finding the child at night indisposed to help in household tasks, is very quick to rebuke him for selfishness and carelessness and unwillingness to be helpful, feeling that he has been having, as it would seem, an "easy time" in school. There is often no doubt some reason for such a rebuke. The fair thing to the child, however, is, by close observation, to determine whether or not he is suffering from mental weariness.

A still more serious accusation that is sometimes brought against such a child is, that he has totally lost interest in home affairs. Now it may be that if the child is tired he has an equivalent loss of interest in affairs at school or even at play. He is naturally more interested in play because, unconsciously to himself, his play, exercising another set of muscles and another lobe of his brain, may be real rest to him. The uninterested

child is such a rarity that the probability is that he is the wearied child.

Another result of fatigue is the inability to do fine work. It shows itself in school in apparent slovenliness in sewing or writing. The moral manifestation is in apparent carelessness at home. The child stumbles over every obstacle, spills everything that can be spilled, and annoys us by his apparent unwillingness to care for valuable objects or to do his work well. There are certain years, especially in early youth, when this awkwardness is largely owing to the irregular growth of the nerves and muscles; but when it occurs at other periods in life we ought to watch carefully to notice whether the child's hand trembles or his voice is unsteady, or he shows any other sign of weariness.

Another result of fatigue frequently is that the child becomes tense, rigid, restless. The child who annoys us by roaming aimlessly about the house, unable to attach himself to any special task, is not necessarily a scatter-brain. He is probably nervously so weary that he loses, to a degree, his self-control. A wise mother used to say, "I never make any serious demands of my children after four o'clock in the afternoon." That mother had learned to recognize the signs of nervous exhaustion.

School teachers find that the most frequent sign of fatigue is inability to focus attention. That fact means that the child, while in this condition, does not become master of any subject of study in his school life. In the home, the manifestations are more serious and they have their moral meaning. The child who appears to be disobedient may simply be so tired that he is no longer able to be attentive to a given command. The child who is never ready for a task or appointment may be in the same condition. Even the ability to tell the truth accurately depends strongly upon the power to focus the mind; and that appreciativeness of benefits received from others, which is so beautiful whenever it is shown, is often lacking chiefly because the tired child is unable to grasp the full meaning of what has been proffered him.

We spoke of apparent disobedience as caused sometimes by inability to give attention. It is caused at other times by another sign of fatigue—namely, loss of memory. Mountain climbers

have testified, that after attaining great altitudes with almost complete exhaustion, they had no memory of what they had seen upon its summit on their return to the foot of the mountain. The forgetful child is the tired child.

A still more serious sign of fatigue, both in the school and the home, is its effect upon the emotions. A child who is overstrained is ill-tempered, irritable, is not easily pleased. Those manifestations make trouble for the school teacher, although even the overstrained child is generally amenable to the discipline of the schoolroom. In the home, however, his irritability reacts directly upon the temper of his mother, and a strained situation often starts from the physical weariness of the child.

When a child is fatigued he is more or less powerless. He cannot inhibit. The latest virtues to which men have attained in the process of evolution are the first and easiest to be lost. Gracious kindness and considerateness are immediately lost by the man who is under the influence of intoxicants. They are lost immediately by the fatigued child also. With his helplessness go melancholy and discouragement. The emphasis of the egoistic side of his nature is benumbing. The child is in a condition to be pitied, not to be punished. What he needs is not a whipping or a scolding, but quiet, seclusion, and rest.

It is astonishing how many of the so-called moral problems of infancy, childhood, and youth are solved as soon as we study their physical causes. Bad air, poor ventilation, broken sleep or rest, unrelieved drudgery, absence of rest-spaces in school or play, or the strain of over-tension in recreation or amusement—any or all of these may produce results which we think of as spiritual but which are in essence physical. The Greeks were wise in their idealism when they appealed for a strong spirit in a strong body. Through strength and poise of body they sought for strength of spirit. That quest, if a child have a normal constitution and careful training, will never be fruitless.

FEAR. When a child of four or five should go on an errand but is afraid to do so, how is it best to compel obedience?

It is not best to do so. Even the wisest psychologists are not very well informed as to the causes of fear and the consequences of serious fright. This is not a matter which can be controlled

by the child, and, as with other childish things, it is best to be patient, to find out, if possible, the reason for the fear and to assist the little one to outgrow his timidity. Certainly ridicule is not feasible and to compel a child to pass through a strain of fright might bring about unfortunate results. The writer very clearly remembers circumstances connected with his own boyish fear. He had a decided terror of facing a new situation, of appearing at a stranger's door and addressing him. The probability is that this fear was at least partly owing to lack of resourcefulness in meeting situations and particularly to extreme shyness. It is sometimes possible to dispel terror of this kind with reassuring words, but if that method is not successful it would seem unwise to insist that a child pass through the ordeal which causes fear.

A boy friend of mine told me how he was cured of a certain kind of fear. He felt great timidity out of doors after dark. He was at a small boys' boarding school. A wise woman there knew of his fear. One night a younger, smaller boy than my friend, John, had to go to the village—some little distance away—after dark. He did not like to go alone. The wise woman turned to John and said, "John will go with you and take care of you, won't you, John?" John's pride came to the front. He went. In caring for the younger boy, he forgot—or conquered—his own fear. He never had a recurrence of it.

How ought we to deal with children's FEARS?

In dealing with every kind of fear, the most essential factor is the mother's own fearlessness. Even if her heart is quaking in sudden terror, she must never manifest it to her child. If she can put up a brave front, she will surround the child with an atmosphere of courage that will by and by keep him immune from every unreasonable fright.

I happened to see a mother deal with the question of danger the other day in a way that interested me. She was visiting a friend, and the two-year-old boy who was of an investigating turn of mind strolled out into the back shed and, finding an attractive spigot within reach, he proceeded to fill his tin cup with kerosene. Just as he saw us coming to find him, he hastened to drink a good big swig of the kerosene. It irritated his throat

sufficiently to make him cough and cry, and his strange color and the twitching of his body were a little alarming.

A glass of milk and soothing words helped him to composure. What pleased me was the fashion in which the mother made capital out of the occasion. She was still trembling and colorless when she began to show the child that spigots were of various kinds. She made him see, baby that he was, the relation between his action and the smarting throat, and it seemed to me as I listened that, when she might, perhaps, have been excused had she gone into hysterics or swooning, she had, through her self-control and wisdom, taught the child a lesson that he would never forget, and at the same time had saved herself from a repetition of the incident.

My child is very imaginative. How shall I quiet his FEARS?

The child may have been frightened by a thoughtless nurse. His imagination may persuade him that there are mice in the bed or terrible objects lurking in the corners. It is, of course, cruel to leave such a child in the dark, at least until he is contented thus to be left. It is usually practicable to arrange a very tiny light and let it remain. It is also necessary to talk frequently and reassuringly to the child, persuading him that God can care for him anywhere and that, as one of our mothers says, "the hovering darkness is only a blanket which, when it is lifted, will show us the bright sunlight again." Another mother told her child that it was like the mother hen who broods over her little ones. Some mothers have discovered that to take the child to the window and show him the starlight is a beautiful and calming experience. It suggests that wonderful and infinite care which exists even when we cannot see it and when we are asleep. It is sometimes advisable to go at once in response to a child's cry and turn on the light and show him that there is nothing in the dark which is not in the light, and also when he is suddenly aroused to go at once and resolutely face the supposed danger and report that all is well. Usually it is soon possible to persuade a child that a light uses up good air and that the big boy or girl always sleeps without a light.

Another queer fear of children is that of insects. This is caused largely by their strangeness. The best way to meet this

is to tell the child in a simple and practical manner all about insects and their manner of life. The wonderful home of the spider and the queer way it is woven and the beauty of the firefly are especially attractive ways of getting the child to feel that wonder which itself casts out fear.

It is not uncommon for a child to be afraid of the doctor. This is either because he is a stranger or because some unfortunate thing has been told about him by a playmate. The wise thing, of course, is to explain that the doctor is very gentle and is one of the family's best friends.

I forestalled for my boy any possible fear of the dark, by remarking one winter night at bedtime: "Isn't it beautiful to have the velvety dark curtain unroll, to rest our eyes? But all our toys and games and the bird, and other things that we like are in their places, just the same. After I put the light out would you like to go all around the room with me and find each one?" He agreed. We went about leisurely and enjoyed our investigations. He never was afraid of the dark.

My little niece suddenly developed a terror of fire-engines. I told her about the protective department, which carefully looks out for what people value, of the quickness with which men and horses go to any one who says: "We are having a little trouble at our house. Will you come to help us?" Then she was taken to the engine house, where the men made a pet of her and showed her their horses. Her fear dropped from her.

What can be done with a boy of ten, manly and active, who yet FEARS physical injury in the extreme; prefers not to play baseball rather than risk being hurt, etc.?

One of the best ways of meeting the difficulty is to give the boy experience in camping out, even if it is only in a camp in the back yard or over Sunday with his father. To meet, without danger, some hardships, especially in company with one old enough for him to trust, would be a great help in overcoming his fear. It would also seem desirable to bring a few friends to the home and to encourage active play in the neighborhood in which there is no possibility of injury. Later, he will gradually begin to enter into active play away from home.

FEARS. What shall I do with my little girl who is AFRAID to go to sleep alone, even when there is a light?

I would accompany the child to bed and always plan to tell her at bedtime some restful story. I would also see that she never goes to bed in a nervous or irritable condition. I would arrange it so that her play gradually quiets down and that she has a light supper. I would endeavor to learn whether there is any particular fear which haunts the child's mind. If the particular fear can be explained away often there is no further difficulty.

How may mothers quiet the FEAR OF DEATH?

Only the other day I heard of a little fellow who had a fear of death, yet his mother writes me that she had been careful all his life, had never mentioned funerals in his presence, or even spoken of death. Children are quick to catch an idea. Be as careful as we may, a servant may drop a word, playmates tell of something horrible—then the mischief is done. The child's imagination takes hold, and if he has a tendency toward morbidness, and his health is not robust, fears are liable to prey upon him. But such a case is not hopeless. Fortunately it is easy come and easy go with most children, and they outgrow their earlier impressions.

If my experience holds good, in every case the fear of death comes from the fact that the child's imagination has been at some time very vividly impressed by death, so that his trend of thought becomes shunted, as it were, from its natural track, and dwells upon the matter in an abnormal way.

The painful death of an animal; the death of a chum; the sight of a corpse; attendance at funerals, will throw the switch and send the child's mind off into this region of dismal speculation.

The problem is, of course, to get his mind back into the original wholesome channels. Keep all reference to death away from him; never let him go to funerals. Substitute the thought of strong, vital living in his mind. In other words, help him to forget death through life and living.

Personally, I feel that always we should hold before our chil-

dren the thought of the unimportance of the corporal, that it is merely the casting off of a garment no longer of use. There is no more reason for fear of an inanimate body than an inanimate garment; it is, to put it simply, with due dignity and with consideration for the rights of the living, disposing of that which is no longer of use. I would suggest that if you feel the time has come to acquaint the children with death in its physical manifestations, that you choose a funeral of some public person whose last rites are performed with some pomp and ceremony. There is much in such occasions to give a young person food for thought besides the mere disposing of the body. I feel that it is a mistake to draw upon the emotions of children more than is necessary in the case of the passing of even friends and relatives.

See also "Death."

How can I relieve a little child from the personal FEAR OF ETERNAL PUNISHMENT?

Nearly all little children are, in their way, theologians and puzzle away at the ultimate trend of human experience. One fear, no doubt less common now than in the past, is that of eternal punishment. Though it be somewhat unusual, it is most painful and a full description of the way a mother actually dealt with it is sure to be helpful.

One summer evening my little daughters had been accorded the unusual privilege of a late bedtime to witness a neighborhood festivity. When at last they came to me, I immediately sensed that my little Mabel, a tense, nervous child of five, was much disturbed. Her hands were cold, her eyes wide and her entire little nervous system radiated extreme discomfort. I was inwardly upbraiding myself for the late hour and extreme strain when I saw the big tears were falling upon the little garments as they were laid away, but was quite unprepared for the storm that burst forth as I was about to gather the children to my knee according to our wont for the evening prayer.

"Oh, I can't, I can't," she moaned in pitiful distress. "I can never, never say my prayer again." I lifted the trembling, distraught child into my arms and said very quietly, "Why?"

Another paroxysm of sobbing ended, she sat upright and with flashing eye demanded, "What's the use of praying to a God that's mean; that's got a great burn-up place where," she went on breathlessly, "if you tell the least little bit of a story he'll get you and put you in there to burn up, forever—*forever*," she reiterated. Then she shiveringly hid her face with another spasm of horror, doubtless augmented by her own thrilling narration.

Mabel was a "serious-minded" child. Early and persistently she had asked and reasked the eternal race questions, "Whence came we?" and "Whither are we bound?" According to our best light her father and I had carefully and truthfully answered her queries. She had been nurtured on the belief that God is Father, Mother, Friend; that she could best understand His great love by knowing and returning the lesser love of her parents, relatives, and friends.

It had not seemed wise to us to acquaint a child of this bent with any knowledge of "hell-fire," even as an allegory, but here it was upon her and, despite all her seemingly clear grasp of love and brotherhood, was gripping her with full and drastic power.

A neighbor boy had tossed the bomb at her that evening as a gay retort, for an over-imaginative statement of hers. She had followed him and persistently extracted his last bit of information on all ecclesiastical subjects, and now as has happened to older and wiser persons, she was in a sad state of rebellion, doubt, and fear.

"I will say 'thanks' no more," she cried; "I don't care to say thanks to a God that keeps a 'burn-up' place," she declared. Vainly I sought to calm her. She wept, trembled and, as has been the race, was mightily afraid.

I tried the charm of the most loved story, the melody of familiar songs, a well-thumbed picture book, but nothing lured from the lurid fascination of the "burn-up" place. I urged, "God is love, great love. He has us because He loves us. He wants us as father and mother want you. You need not fear Him." "But maybe it's true what John said," she replied, clinging to her misery. "Think," I said, "of how father and

I love you. You can't imagine us punishing you one bit more than is absolutely necessary, can you, dear?" "Maybe," she conceded, pitifully, "God does think it is necessary to burn up bad people." "Oh, well," I conceded, getting more anxious perhaps to get my nerve-racked baby to rest than to rise to the clearing of her soul struggles, "well, even if it is necessary for bad people, you are not bad—you need not be afraid."

I found at once that I was attempting an impossible short cut and underestimating the seriousness of my task, for she burst forth afresh into tears, clinging to me desperately as she cried, "Oh, even if I tried ever so hard, some time I might do just some little teeny bit of thing and I know He'd get me sure—He'd ask the Recording Angel and I'd be burned up forever and ever." She grasped her aching throat and moaned.

It appeared that the most serious question of her little life had to be met right here and now. Here mother must not fail her. I placed her on my own bed and lying close beside her, said, "Can you not trust your mother?" She sobbed her assent. "Your mother trusts in God. When things trouble me, there is something that I say that helps me," I went on carefully. "Is it a prayer?" she asked doubtfully. "I don't know," I said after a moment, "I think not, but it helps."

"Listen," I insisted, seeking to get a wedge in between the now continuous sobs. "'God is my refuge and strength, and underneath are the everlasting arms.' That's it, dear. It's not a prayer exactly; it's a saying over of a great truth. You can feel my arms about you, can't you? And you trust me? So we can—so we must trust God, whose arms are always about us." She was listening. "They are always there, under you, me, under father, under all God's great universe, and when we wish very much to feel them—when we just *must* sense their help, we may do so." She began to fret again, but I said, "You are to trust mother now and say after me this great truth." She thought she could not and indeed in her condition it was not easy, but I insisted and so after my "God is" came her sobbing "God is" and her "my refuge and my strength," followed my avowal, made clear by longer trial if not by greater travail.

Several times we had thus crept across the abyss of fear on the

blessed bridge of trust. I was hoping for the peace the tortured soul and body so sorely needed when she moved uneasily and whispered, "I can't peel (feel) 'em, mother, I can't peel 'em." "But they are there, darling," I reassured her, "just as surely as are mine. Let us keep on saying it—underneath are the everlasting arms." Once, twice and again—and then there was a long breath—the practice of trust, even the mechanical practice, had conquered—Mabel slept.

Never to my knowledge did my little one again lose the sense of "love that casteth out fear"—the practice of that faith on which all sanity depends. Thus early through the purgatory of the Great World Fear Tradition did she ascend.

What would you do with a child six years old who has a passion for investigating FIRE?

The impulse to become able to understand and control fire is instinctive. Therefore, it is best to help the child to master fire and control it in the ordinary ways. The other course, keeping him away from fire, is impossible, since you cannot deprive him of the use and benefit of that elemental force. Sooner or later it is necessary for his own protection, as well as the protection of others, that his ambitions to understand and control fire be realized.

The time to begin to teach a child the management of fire is when his interest in it is strongest. What are the ordinary experiences that a six-year-old boy may safely have with fire? He may very often be allowed to light the gas or turn on the electricity. If lamps are used, he may be allowed to light the lamp. He may be allowed to light the gas under his mother's direction, or to lay the fire in the range and light it, possibly even that in the furnace. There are various things that children find interesting about a candle. In the mother's presence, a child may test the burning of threads—woolen, silk, and cotton—he may learn how tiny slivers of different kinds of wood burn in the candle flame. He may hold a tin cup with a spoonful of water in it over the blaze of the candle until it has evaporated and the cup is dry. But, you say, "He will burn himself." Very possibly he will, but the little burn may save the big one.

Make him intelligent as to the effect of heat on different foods when cooked in different ways; let him superintend the oven while the bread bakes, stir the potatoes when they are being warmed over; watch them when they are being fried; in fact, in every way possible, supervise his acquaintance with fire and its effects. But the tame ways that have been here discussed may not satisfy him. Father must take him into the yard and assist him with a bonfire. If possible, let him have a campfire in the back yard, if the family cannot find it convenient to go camping. As he learns to use fire frankly and openly, he is much less likely to "swipe" matches and make his own bonfire behind the barn. As he comes to feel that you will give every opportunity you can to do the thing he likes to do in the matter of starting fires, he will confide to you his plans and desires, and as a consequence be less likely to do himself or others injury. In a little while, having become able to control fire, he will have lost his consuming passion to play with it, and will have become a sensible boy with one more bit of knowledge within his possession.

How far shall I try to please all my children, who have very different likes and dislikes as far as FOOD is concerned?

Talk the subject over as a family matter and explain to the children what balanced diet means. Tell them about how much meat each person is supposed to require each day and how much of one's food should be vegetable matter. Then, in family conference, make out a sort of bill of fare. Get the children interested in agreeing that each one will at least taste everything which is put upon the table in the way of common foods. Tell them what a great advantage it is to be able to eat and be satisfied with the ordinary foods that are available. Children will usually learn to like any well-seasoned, properly cooked food which they taste. You should try to please every one, but not all at once. Plan to have the things which Eleanor likes one day and those which Marian, Donald and Kenneth like on other days. That is fair, but that you should prepare a different dish for each child is not fair to you and not best for them. Occasionally a person has a very great

dislike for some food, and that dislike has to be reckoned with; but in the main, if you have carefully prepared a suitable meal for your family, the children should find enough upon the table to satisfy their cravings for food. On other occasions there will be what they especially like.

In what does FREEDOM for the child consist?

Theoretically there is no conflict between the highest obedience and perfect freedom. We have the best authority that "obedience to the law is freedom under law." Authority in the home, I am sure, means that there shall be a few clearly understood and general laws which shall rule the home, obedience to which shall be equally observed by the adult and the child. Putting forth every effort to assist the child in self-government is assisting him to use freedom aright. To have parental authority behind him as a preventive of irremediable errors is necessary, but to have it of such a sympathetic and flexible sort that he is not conscious of it as a bondage is wisdom. In the home it is generally the detailed surveillance in little things which becomes a nagging irritant. Children should be given as much freedom as possible in all matters of personal taste, which will reflect itself in dress, decoration of room, somewhat in the selection of companions. If a child possesses a strong individuality that cannot be given free scope because it conflicts with the rights of others in the home, he should have provided for the exercise of his personality a garden, a playhouse, or a shop wherein he may disport himself quite undisturbed. Children should be advised, directed, at times commanded, and doubtless at times punished. They should never be nagged. If I were forced to answer this question under discussion with one sentence I should say: Freedom for the child means, primarily, freedom from nagging.

Just what is a child's FREEDOM?

Playing his own play without unnecessary interference from elders means freedom for the child. A child must abide by certain rules, but when the question is concerned with his own allowed play, let him alone, let him make his choices, refrain from following him with repeated "don't." Allow plenty of time for

out-of-door sports, wholesome fun, playing in water and snow in suitable clothing, etc. Freedom does not mean sitting up until parents retire, eating pie and other indigestible dishes or disobeying superiors; such acts are bondage in the strictest sense of the word.

A second answer to "Just what is a child's freedom?" broadens the first statement as follows: To do as he wishes so long as what he wishes does not injure him, physically, mentally, or morally, and is not injurious to others in his family or his small community constitutes the child's freedom. Care should be taken not to allow him to form habits that will be injurious to him when he is grown.

How do you best deal with a child who FRETS and seems to take little interest in things that interest other children?

It would help in answering this question to know the age of the child referred to. In the very early stages of adolescence, children are somewhat morbid. They have worries and imaginings that are hard to understand but would usually be dissipated if they were to take some one into their confidence. A child under eight or ten who frets, probably does so to gain personal attention or because he is not physically in good condition. A mother who lavishes herself upon a little one gives to it a certain enjoyment which it comes to desire. She gives the attention more generously when the child is not well. Without reasoning it out at all, when a little one is unoccupied and desires something interesting, he draws upon his mother. If he can get more by whining, he whines. Usually, however, when a child frets he is not well. There are things not apparent to the ordinary eye which drag upon a child physically. There is the possibility of the existence of adenoids in the nasal passages, enlarged tonsils, sometimes an irritating pin-worm, and very often the lack of assimilation of food. A careful physician will be able to discover such causes of fretfulness if he gives the child an examination, and a child that is not interested in play should have such an examination.

Is the children's craze for the FUNNY PAPERS harmful and how shall it be dealt with?

It would certainly be more agreeable if the funny papers were just as funny but a little different. They seem, however, to be like most of the other things which surround the children, a mixture of good, bad, and indifferent. We often need to say to a child, "I surely think such a person (of the illustrations) was not a gentleman," or "I'd dislike to have you do such a thing." Sometimes we may heartily laugh with the children; occasionally we may say "That is clever," and sometimes, "I am sorry that was written." It is still a question of steadyng the ideal. Comedy is actually good for children. Since the comic papers that the child sees are usually those provided by his parents, it would seem to be the duty of parents to decide what kind of comedy they wish their child to see and to purchase only those papers which furnish it. About the only part of the Sunday newspaper that many children care for is the comic supplement. If it is objectionable, let the parent destroy that part of the paper, or—still better—patronize a newspaper that believes in refinement.

Is playing cowboy and Indian a good GAME for children?

It certainly is. Either of those games affords splendid physical exercise and develops the imagination of the child. Some psychologists claim that children pass through the Indian stage, thus reproducing the race life. Whether their claim be warranted or not, such play is pretty nearly universal, and, although somewhat tiring to elders, is wholesome.

What are some of the informal GAMES by which mothers teach their children some of the schoolroom subjects of study?

One of these games is called "Around the World." It consists of a gayly-colored board on which is a map of the world. Certain railway and steamship lines are outlined upon the map, and little wooden red and yellow figures representing men accompany the game. The figures are to race around the globe, the game being to see what figure will complete the circuit in the shortest space of time. A top which children spin in turn indicates the number of miles that the tiny figures may journey at one lap. Certain cities at which the little men stop give

them an extra number of miles in the home run, according to the importance of the city as indicated upon the game-board—its population, location, its shipping or railroad center, its products, its manufactures, or the beauty of its buildings. You may see at once how much information is gained by means of this game.

One of the best ways of learning to spell is by means of the old game of "Anagrams." It consists, as you know, of just a box of letters printed on little cards. These cards are emptied face downward upon the table; each player then draws ten cards and proceeds to build words with them. The game is won by the player who has the longest list of correctly spelled words at the end of a given period. There are ways of varying the game, but its educative value always remains.

A little girl that made many failures in arithmetic said to the teacher, "Why can't we have a little grocery store here in the schoolroom—just a play store, I mean—and then I could see what an ounce looks like?" Her plan was adopted and the small delinquent became most enthusiastic and businesslike as a groceryman.

There is a game, played like "Authors," in which a different flower is printed in color on each card, with the name of its family and the other members of its family printed below. The player wins who at the end of the game has succeeded in securing the greatest number of complete families.

What are some suitable GAMES for children under five?

Variations of the game of "Hide-and-Seek," beginning with "Hide the Thimble" or, as children say, "Hot Butter Beans," are enjoyed by children under five years of age. The play consists in placing a small object in perfectly plain sight and guiding the searchers in their quest for it by the term "Warm, warmer" and "Cold, colder" as they are near or far from the coveted object. The sending of a child from the room where a number of children are at play while the eyes of the rest are blindfolded makes an interesting guessing game for little folks. When they do not recall immediately the name of the child who has gone, they may be aided by being told the color of his hair

or eyes, or some other distinguishing characteristic. The regular game of "Hide-and-Seek" with a goal or "home base" is appropriate, if it is not made too difficult. Some introductory phases of "Blindman's Buff," if we may so refer to them, such as "Still Pond, No More Moving" give much amusement. One of the children walks out with his eyes shut until he comes in contact with the other children, who have become quiet at his command, and then, without opening his eyes he must guess what child he has touched.

The ball is the great plaything of the world and some little games with it may be used by folks under five. Draw a chalk circle in the middle of the nursery. It is interesting to try to roll the ball so gently that it will remain within the circle. To do this requires more skill than at first is apparent. Place a waste-basket in the middle of the ring; children will enjoy tossing the ball into the basket. If there are but two or three children, some little score will need to be kept to maintain their interest. If there are many children, the mere clapping of the hands and giving of another turn will be sufficient. Placing a block of wood in the middle of the circle and rolling the ball in an attempt to strike it also forms a pretty good game.

In the open, children might play "Follow the Leader," soldiers, "Pussy Wants a Corner" and some very simple forms of tag.

Poulsson's "Father and Baby Plays" will help you.

What are the methods used by Boris Sidis in developing GENIUS in young children and how are they applied?

No detailed answer to this question has yet been published. We gather from newspaper articles and local reports the following statements: The bringing of the child forward so rapidly demands a father and mother of unusual culture and breadth of information. The child is preëmpted for knowledge. The Sidis child was taught to read and spell before he was two years of age. The ground was taken that as early as that the child is eager to learn, and that if he is taught things worth while he will enjoy himself in learning them as well as in play, if not better. The receptive years between five and ten are especially

taken advantage of. The Sidis child was not sent to school but was taught entirely by his parents. He was taught through vacation as well as through school days. Mealtimes and occasions of informal conversation were taken advantage of for information upon miscellaneous subjects, to arouse a new interest. In the case of the children of Dr. Berle, who is a friend of Dr. Sidis and who probably used the same methods, even the children's dolls were named for historical characters and some history was taught in that way. Both these sets of parents scorned the use of the Mother Goose rhymes and anything that is not to be a permanent part of the treasures of the memory. Thus far we see that the emphasis was upon acquisitional learning. No special instance of inventiveness has appeared. The Sidis boy was an only child and was kept pretty largely away from other children. He therefore "wasted no time" in social occupations and has always been solitary. No attempt is made here to discuss the wisdom of the Sidis method of training.

How can children be taught to be GENTLE in speech and manners?

Let parents be, in the truest sense, gentle men and gentle women. When about to give a command let them use a soft voice instead of the loud one most natural. Stop the habit of interruption by the children, so that it will not be necessary to approach a yell in order to be heard. Give the children pets that require gentle care. Keep loud-sounding musical instruments out of the house. Provide slippers to be worn in the house instead of shoes. Have hours when every one is quiet, so that there may be chances to read. Teach the children how to listen, particularly when others are speaking.

Another answer is given under the caption "Loud."

How shall I train my boy to GET UP without waiting to be urged?

Dr. Guthrie, in his authoritative book on "Functional Nervous Disorders in Childhood," says that the amount of sleep necessary depends upon the individual child. He says that children who sleep lightly and are disturbed in the night should be al-

lowed to sleep as long as they will in the morning. On the other hand, long hours in bed are not good for all alike. Early wakers, he says, should be early risers. Those who are difficult to arouse in the morning have difficulty in getting to sleep at night. Such individuals need longer rest than those who waken easily. As much harm may be done by keeping children out of bed at night as by making them get up too early in the morning. Rules for going to bed and getting up cannot be made to fit all cases alike. Whenever a sign of insufficient sleep appears, no time should be lost in making up the deficiency. If the child wakens easily, he should, of course, get up at once.

GIFTS. Should a child GIVE or receive at Christmas?

He should do both. Christmas is certainly a day for giving. The angels' song came to men who were engaged in the homely duties of everyday life. There is surely little of the Christmas spirit even in the heart of a child if Christmas has no duties and involves no sacrifice. It should, however, be a day of receiving also. The child is generous, but he is not completely unselfish, and to withhold Christmas gifts from him would seem to his unenlightened nature a species of robbery. There should be the reasonable receiving of a few worth-while gifts planned for by the parents as a permanent part of the child's play equipment. If too many presents are made to the child, it is sometimes well to arrange, with his consent, that they shall all be seen and catalogued on Christmas morning and then a part of them laid away for future use, thus prolonging his Christmas pleasure.

Is GIGGLING a symptom of nervousness or merely an evidence of abundant good health?

It would be pretty hard to answer this question without carefully observing the individual child. Giggling is usually owing to suppressed high spirits. Sometimes, however, it is the result of a very ready sense of humor. It must be remembered that children find many things humorous which do not seem so to adults. Humor has been defined as the discovery of the incongruous in the congruous. A dog wandering into a church is

an illustration of the preceding definition. Humor of the kind illustrated especially appeals to children though it does not seem so funny to adults, and as such sights as that referred to are very common, children naturally have more occasions for giggling than we have. On the whole, perhaps we should be glad that they have so many more chances to be happy. In the case of an individual child who is suspected of giggling because of a lack of self-control, a little quiet course of training that shall encourage her to be watchful, especially upon various occasions or in various places where she would be criticised, will probably yield good results. If the habit proves to be uncontrollable, then nervousness may be suspected, though not probable.

See also "Embarrassment."

GIRLS. What can I do about my niece, who is "boy crazy"?

I am in sympathy with the niece. She is just now at a critical stage of her life. I do not know your early experience, but I need only to think back into my own life to realize that there was a time when all I cared for was a good time. I hated housework. I did not want any responsibility of any kind, and I think I must confess that the boys filled a great, big place on my horizon. I had a wise mother who stood me in good stead at that time, and with quiet, patient, ever-thoughtful care, guided me safely through the period. I regret now the wasted time, the lack of higher ideals; but I am grateful for one thing—I know that a girl can be just that sort of a girl and then recover herself and live to be a good, useful woman. Ada needs to be awakened to a sense of her responsibility and to see that a good time is not all of life. But preaching and scolding and punishment won't awaken her. You and I must look to a higher source of power to influence her life. Let us be generous in our appreciation of what she is able to do and does do, encourage every good trait and be patient with the things of which we cannot approve. Try always to maintain for ourselves a manner and personality that she cannot help but admire and wish to imitate, and realize all the while just how sensitive a young girl is.

Consider what a girl is to herself. She doesn't understand

herself; she can't explain this or that; she must drift about a little, I fear, before she gets her bearings. It is within the province of us who have passed on before her, to help her so that she doesn't meet the cruel fate of many, many girls in these days. I don't believe half the girls who go wrong—who are imprudent and reckless—mean to be so; they just don't know! And I for one would like to be a real friend to all girls, especially to those who are near to me because of other relations. I believe that we can help Ada if we set about it aright.

What about the woman she and her sister live with? Does she care and is she willing to help them? I think that girls must have a chance for fun, for a good time, but they ought not to resort to deception to get it. It ought to be possible to do things openly and above board. Let us think this matter through and try to find some wise plan by which we can help this one girl, not to be just what we wish her to be, but what she can be if the best in her comes to the front.

If you have not yet read "The Girl in Her Teens," by Margaret Slattery, or "Ideals for Girls," by Mrs. Frank Learned, I am sure you would enjoy either or both of them.

What shall I do with my boy who says that "GIRLS don't amount to anything"?

Encourage play with some girl in whom he can discover womanly ideals similar to those of his mother.

Read or tell him "Stories of Great Women." Our histories are too prone to leave out most of woman's work in the world's history.

Don't take him too seriously. Nearly always a boy is something of a boor at a certain age, and any attempt at forcing him to be different will end in embarrassment on both sides, and make him stubborn. If such a boy would read the lives of great women, he would naturally take another view-point. Subtle influence is the best cure for his case. Give him books to read that will tend to teach him gallantry.

Do you advocate GIRLS of eleven, twelve and thirteen playing with boys, especially if the desire for a boy playmate seems strong? If so, to what extent do you advise it?

The wholesome friendships of young boys and girls ought to be continued as long as possible. If older people will not tease girls about their "sweethearts," such playfellows are most wholesome, to the end of the latest year mentioned in the question. Such play, of course, should be in wholesome surroundings and its nature should be known to the parents. Since girls mature faster than boys at this time, as soon as there appears on the part of the girl any sex consciousness, the mother should begin to be more watchful as to the companionships and the times and circumstances of the play. With such watchfulness, the joyous playfulness of childhood may be carried on without much break into the more sentimental, yet wholesome, intimacies of adolescence.

GOVERNMENT OF CHILDREN. When we try to tell my boy something for his own good, he seems to get cross quickly and to misunderstand us. In other respects he has an admirable disposition. How would you overcome his failing?

I believe you will agree that it is especially trying to all of us to be directly told things that are for our own good. I rather sympathize with the boy who gets cross; yet he, in company with the rest of us, must receive admonitions. Children as well as adults may sometimes be successfully instructed indirectly. That is, you may say, "Did you notice that Harold rose to his feet as soon as his mother and I entered the room? I think that is charming courtesy," or "Was it not generous of Jane to offer you the loan of her roller skates?" In common with the rest of the world, adults and children alike, each child is always on the alert to get the ideas that are especially applicable to the development of his own personality in ways in which he is interested. If you can make such observations as those quoted without having the moral too apparent they have effect. There are times when every mother has an opportunity to talk gently about her aims and plans for her little ones. She can say then how much she desires that her child shall grow up to be a strong, reliant, truthful man, and how earnest is the purpose of their father and herself to give to their children every opportunity which their circumstances and self-sacrifice can produce. Then

she may say, for example, "Now, when I feel that I must correct you, John, it is very necessary that you should help me by keeping a smiling face, or at least a face that is clear from frowns. We must decide upon some little sign which no one but you and I shall understand and whenever I make that sign you must be sure that whatever comes next you will not frown." She may through several days—let us hope—make that sign several times when there is nothing to incite a frown, and get the habit established of being sure that John recognizes her sign and holds himself ready to receive even a disagreeable command without a frown. When at length the difficult command does follow her sign, the mother must be reasonably sure that there has been practice enough for the boy to hold himself to his agreement. Of course, there will be failures, but the first time of trial should not be a failure. There is a technic in any kind of obedience, even as in running scales on the piano, and every time you make an earnest effort to do so you have improved your power to execute.

Should a boy be allowed to handle a GUN?

Sportsmen tell us that no boy should be allowed to carry a hand weapon, while the use of a field weapon, like medicine, should be prescribed according to the patient.

The only way for a boy to use a gun safely is for him to go forth with an experienced hunter that never takes risks. He must be taught never to handle his gun carelessly and never to look into it to see if it is loaded.

A gun is not a toy; it is a tool. For the sake of shooting, it is usually dangerous. The time at which a boy may have a gun depends largely upon his own responsibility. That reliability may be tested not only by a general knowledge of him but by sending him out once or twice with his father for the purpose of learning how to handle and use a gun.

If firearms are kept in the house, the gun and the ammunition should be securely locked up in different places. Precautions against the use of firearms apply to the air rifle also. Serious accidents have happened through the careless use of air rifles.

If a child, through wrong training received when younger, has

formed bad HABITS, how may one cure them, the child now being five or six years old?

For the encouragement of the mother who asks this question, it should be stated that the habit-forming years are by no means over at the age indicated. Indeed, while much may be done in the way of laying the foundation of good habits before the age of five, much more may be done afterward, especially because we have the intelligence of the child during the later years to help us. The mother of course must not expect to work a revolution. She should first deal with the habits that have not become entirely fixed in the child's life. She should make gradual changes and explain, as far as the child's intelligence permits, the reasons for her more strenuous regulations. The mother's task would have been easier if she had begun earlier, but it is not too late for her to win success now.

HASTY. How shall we handle a boy who acts before he thinks?

One might give him a good many tasks to do which require some thought, such as an elaborate but practical piece of hand work; a task of responsibility, such as taking care of the gardens or pets; errands down town in the way of shopping; errands for which he should be given only general instructions and be forced to depend largely upon his own initiative.

How shall I (a teacher) go to work to organize a HOME-AND-SCHOOL ASSOCIATION?

I take it for granted from what you have told me that the people from whom your children come are such as live in hundreds of rural communities throughout the United States. If such is the case, I would not undertake to make my meeting a "high brow" affair. What you do in an educational line should be "slipped across," as the boys say, without your patrons feeling that something is being forced upon them.

I would aim to make the first meeting largely a social affair in which the children could have a part. Parents are always interested in seeing their boys and girls perform, so, if you could have some songs and "pieces," and possibly a little dialogue

illustrating something in the history of North Carolina, you would have people well impressed at once. It always makes things go a little better also if you have a few light refreshments, like a cup of coffee or tea, and crackers and cakes. It breaks the ice, and makes people feel neighborly. Besides, the children will be pleased to help in serving the good things.

Somewhere in the program it would be a good thing to have a statement of the needs of the school in which you would like coöperation. It would be well to bear not so much upon the intellectual and moral needs in the first meeting, as upon the material needs. Your school may need pictures and books, outside of those regularly supplied by the school-board. See if you can't interest some public-spirited mother or father, whom the rest of the people will look up to, so that he or she will make a speech, supporting your request for coöperation.

You, of course, if you are the only teacher in the neighborhood, will have to engineer the affair, but things will go a great deal better if the suggestions that are made come from the people themselves.

Later on you would have another meeting; in the meantime it would be better to call upon as many parents as possible, and aim to get their minds to work in harmony with your plan. At the second meeting you could continue the entertainment features and would probably find it safe to broach some suggestions as to intellectual and moral needs. You could talk, or have somebody else talk, on such subjects as these: the need of punctual and regular attendance; the value of coöperation between the school and the home. Emphasize especially your hope that all will visit the school often and confer with you about the needs of the children. From such small beginnings you can work along so that later in your year you will be able to tell how people do things in other communities. Success depends upon your getting confidence.

Mrs. Grice's "Home and School United" is the book upon this subject. See also "Parents' Clubs" in this volume.

How shall we make our boys and girls happy and contented to stay at HOME EVENINGS?

Of course the answer is: we must make home more attractive than any other place. It is possible to do this without great expense or much trouble if we start early. One good plan is to organize a home club which shall meet at least once a week. The entire family shall sacredly keep the home-club engagement, to make one another have a good time. They may have a game evening, a music evening or a dramatic evening. It does not take a great deal of ingenuity to suggest home occupations which so engross a boy that he will wish to stay at home, perhaps in order to take care of the fret saw or make fudge in the kitchen or entertain his chum in his room. All the suggested attractions are stronger than those of the street. Street attractions are largely passive; the home may make its attractions active, dramatic, and therefore more fascinating.

See in Outlines "After School Activities."

How can I make my children more loyal to their HOME?

You may ask their advice in home emergencies and accept it whenever possible. You may encourage their coöperation in the designing and construction of home-made objects and ornaments. You may gradually make their home life a little more demanding of their services as choreman and chambermaid. You may put them on an allowance, with a formal statement to render, and may entrust them gradually with a little of the important household buying. You may make much of the family council at table, requiring of the children their best opinions, "with reasons annexed."

Insist that they work as well as play in the house. Give them more things to care for—pets or a part of the garden. Enter into more companionships with them, particularly in their reading, and walking, and in conversation about home interests. Organize them into a "clan" and have a covenant or constitution to regulate their affairs. Develop frequent and regular family conclaves. Find out about the family genealogy and explain family traditions. Do more together in play, work, picnicking, romping and studying.

Treat the children with that consideration which belongs to even young members of an important family. When you are

wrong, say so, and ask their forgiveness as you would from adult members of the family.

Emphasize the word "we" in all the family conversation. If the child can get the habit of saying "This is what we think"; "We have this at our house," he identifies himself more intensely with the family traditions and ways of doing things.

How shall we start our HOME LIBRARY?

1. *Buy old rather than new books.* The standard books are safe purchases, for several reasons. They were not hastily written; they were expressed in good English; they dealt in sound ideas; they were not ephemeral in subject; they gave for the most part true views of life, and they remained good companions. If to the sound old virtues of style and matter may be added large type, good paper and binding and lovely illustrations, we are adding to our homes friends of permanent welcome.

2. *Buy some imaginative books.* You do not want your child to become a mere money-grubber. He will not enjoy, nor be measurably improved, by the popular books of advice, which, as some one has wittily said, are presented to children by their fathers and read chiefly by their grandmothers. Buy stories, fairy stories and myths, and stories of adventure; and buy poetry, too. Buy books that are illustrated by poetic artists, such as Maxfield Parrish and Dulac and Tenniel.

3. *Buy books that are good to read aloud.* The habit of reading aloud is one of the finest of all home arts. It binds the family together with common feelings and aspirations. Get books that everybody in the home may enjoy and enjoy together. "Uncle Remus" is such a book, and so is the poetry of Kipling, and so is Howard Pyle's "Men of Iron."

My girl is five years of age. She could attend school this fall, but we think it best not to send her. Could you map out a course of HOME TEACHING for her?

The advice would be to content yourself with a general development and not try to instruct your daughter along school lines. The Montessori material is now procurable in parts; that

is, you do not have to procure all the didactic apparatus. It might be that some of these devices would afford your little one much development. Most little girls about her age like to learn to use the needle, and she will be pleased to sew on buttons, and perhaps take cross-strokes on a bit of canvas that can be made into a gift for some one she loves. Playing with plasticine, which is perhaps a more convenient material than clay, will afford her many an hour of profitable amusement. At this time, you might increase the number, and possibly the variety, of the building blocks that she undoubtedly has in her nursery. Any ordinary cabinet-maker can make for you a market-basket full of hard-wood bricks that will give her an instructive, educational toy. Through a kindergarten house, you may procure a little hand-loom by means of which she can weave silk rags obtained from cast-off hair-ribbons or other scraps and make a rug for her doll house. In fact, the making and furnishing of a doll house is a very good winter occupation for a little girl who will spend that time at home. Furniture can be made from remodeled pasteboard boxes or cut from manilla board, and there is much possibility for various sorts of decorative work. The little modern First Readers are very attractive, and you can have a number of these for her to work and play with.

Hillyer's "Child Training" is full of useful suggestions and programs for home teaching.

HOME TEACHING. I wish to teach my little girl at home, but I have had no training as a teacher. Tell me, please, what I can do.

There are many opportunities for informal instruction while you are about your daily work. When the children play grocery-store they may use the household scales. From a yard-stick they may learn the inches, feet, and yards, and fractions of a yard. With her toy furniture, the little girl may imitate you, making up her doll bed when you make the big beds, placing the doll's wardrobe in the little bureau as you place yours, setting the tiny dining-room table as you set yours. With a toy dinner-set she may plan her own meals. With enameled toy cooking-utensils she may learn to use the tea-kettle and

frying-pan. With a toy washing-set, she may learn to use a tub, rub-board, wringer, soap, starch, and bluing. With a toy garden-set she may do garden work. With a toy sewing-machine she may replenish the wardrobes of her children. Even toy paper patterns are now issued. She may sew carpet rags for her little playhouse and make cheesecloth curtains. She may learn to paper the house with real wall-paper.

She may learn much from some of her playthings also. With Flinch cards she may arrange numbers and master them in order. Then she may learn to write them. She may even learn to add with them. By getting her small allowance in pennies she may learn how to make change and she may learn the cost of various articles when she goes marketing with you. With marbles she may learn to add and multiply.

There are unreached possibilities in teaching a little child home habits and manners. Show her how to button and unbutton her clothes and fasten her shoes. Such practice will give her a drill similar but more valuable than one of the Montessori famous devices. Care of the teeth and how to take the bath may be taught in the spirit of play. Play teaches right ways in a fashion that will never be forgotten.

How can I encourage in my little girl an interest in HOUSEHOLD matters?

Little girls have been much stimulated in their interest in the household by being given little housekeeping outfits, such as an apron and cap, or dishes of their own. Such books as "Saturday Mornings," "When Mother Lets Us Cook," and "Mary Frances' Cook Book" have been found helpful. Almost any little girl likes to work about the house if she may work in the companionship of her own mother, and may imitate her.

What would you do with a little girl who does not want to do her share of the HOUSEHOLD TASKS?

If she were old enough she should be encouraged to join the Camp Fire Girls organization, which glorifies and dignifies household tasks, and this would lead her to the doing of those things which constitute the employment of the household. The

little girl will enjoy doing what other children are doing and will work more cheerfully with them than she will alone. The girl should take a domestic-science course in the schools, if that is possible.

Urge that she is a junior partner in the house, in its good times and privileges and therefore in its duties also. Make her recognition of that fact pleasant by a regular allowance to her as a junior partner, by talking over certain family matters, by allowing her to show hospitality to other girls, etc.

Get her Constance Johnson's "When Mother Lets Us Help."

How may I help my little girl to enjoy doing HOUSEWORK?

Try making a game of it. A writer in the *Mother's Magazine* suggests calling the little girl "Mrs. Brown" and saying, when the mother needs help, "I believe I'll telephone Mrs. Brown to come over to help me to-day." Then Mrs. Brown appears, ready for work. The little girl is always called Mrs. Brown when she is helping clean. When she is cooking, her name is Mary Ann, and when mother is ill, Mrs. Brown becomes "Nurse Anna." When she helps mother dress she is "Maid Marie." "Mrs. Smith" is the one who comes in to help with the mending and sewing and to chat. Miss Grace James is mother's stenographer and Mrs. Thompson is her closest friend and guest, to whom she serves afternoon tea and cakes in the doll dishes when the work is done.

What shall I do with a child whose IMAGINATION is over-developed?

As a rule the over-developed imagination takes care of itself at the reasoning age. Never under any circumstances doubt the child's word. No matter how vivid the impression or how impossible, believe it apparently. Then quietly discuss it with him, making sure to stamp facts upon his memory. Exercise his memory by making him recall facts, and all too soon he will become as prosaic as all the rest of us mortals. As a rule it is not the imaginative youngster that makes a liar, but more often the matter-of-fact child.

See also "Exaggeration."

IMPUDENCE. How are we going to keep our children from talking back?

This condition is as inevitable as any action of gravity and results from two conditions: the first is the increased freedom that has been accorded to the child of our day and country. The earth and the fullness thereof are at his disposal. We have most of us suffered from arbitrary and unjust handling in our youth, and across the cradle of our first-born we resolved that such misery should not be his. We know that love is the greatest thing in the world and we lavish it upon our offspring. We know that he should have freedom to express himself, to do his own thinking, and to make important decisions. We wish to serve him, and we do so with abandonment and self-sacrifice. There is no revolting from authority, no demand for being kept upon a pedestal in our parental code.

Perhaps this all by itself would be sufficient reason for the plentiful crop of impertinence and impudence, but behind it all is often a more basic cause. The emotions of a half-grown child are a tremendous factor. He loves and hates with savage ferocity, the heaven of his anticipations and the hell of his fears can be measured only by those whose memory reaches back into those solemn and awful years so full of stress and adjustment. We know something of this if we stop to think about it. A child may remain silent when he is torn with emotion, but he could not possibly say the hot, stinging words that would rush precipitously from his lips without apparently any adequate occasion if he didn't feel them. So, in a child's emotions we have the second reason for talking back.

But the child of a few generations ago did not talk back. No, he didn't "dast." Judged by the light of modern research, the only wonder is that there were no explosions. However, there were events which were perhaps in the nature of explosions. There still are, for that matter, for we know how common it is for boys to take to the road during the restless years, and alas! also, how many girls are found upon the path from which there is thought to be no turning back. I have often wondered if the necessity for the violent conversion which came into the lives of young people a few generations ago was not in large part

necessitated by the antagonistic mood in which they found themselves against God and His whole creation by virtue of the things which they thought and felt but dared not say. Strong as may be the youthful emotion and great as is the necessity of an outlet, however, it is not demonstrated that we must stand up and be "sassed," and that, if I understand the matter, is exactly the point which must be covered in this discussion.

What are we to do to avoid being the recipients of talking back, that tempestuous and necessary expression of development? To begin with, let us re-construct the vow which we made over the cradle of our first-born. We will love no less, and perhaps be no less humble in our desire to serve, but know that even in love there is law which must be obeyed. We will stand, not for the arrogance of the individual, but for the dignity of right which all must in the end recognize and obey. This is the meaning of our obligation to our child. One of the great lessons which he must be taught is, that every man, however great, obeys something, and great is his responsibility who is responsible only to his own interpretation of the highest good. Our children must be free—free to choose the right, but while they are children, in large measure we must restrain them from the effect of their own deed when they are not wise enough to choose it. So we must teach them of organization, of the duty of the inferior to his superior officer, of the soldier to his captain, and demand for the home organization that same ordering which makes the army effective.

First of all, impudence must be made the text of much discussion. It must be worked out often, I think, not in this day and age in anger, nor by angry chastisement, nor as an indignity to a person, but as a danger to the organization. Every family will have cases to handle as the children are growing up. They should be followed up patiently and thoroughly worked out. Any child should be forgiven for an occasional quick and inappropriate expression, but no child should be permitted to grow into the habit of disrespectful address to his parents. Get the children up in the middle of the night, if it is necessary to make it sufficiently solemn, to talk it over with father, and by whatsoever means are necessary, make it known that it cannot be.

Don't expect that the child who is uncorrected from the time he talks until he is eight will be respectful when he is twelve and fourteen. Don't be patient from ten to fifteen under the supposition that when he gets big he will know better. Make it a rule to talk over the things that are of mutual interest only when everybody, including yourself, is poised and in a reasonable state of mind. Somewhere between the old theory that the child must be absolutely silent in the presence of his elders and the new practice that he may say whatever boils up from his turbulent young life, is a ground of reasonableness. Give a child the right to state his viewpoint on any subject under discussion or to say what he thinks, if he can do so in an inoffensive manner. The old way is the control of the bondman; the latter suggests no less a control, but that of a free and reasonable human being. Keep right on looking for this middle ground where there will be conference and reasoning together, but no impudence. In the meantime, your children will grow up and your experience may be of some use in the raising of your grandchildren.

How should we develop the spirit of INDUSTRY?

Nearly all children are industrious enough in play. The easiest door into work would seem to be interest in work that has about it some elements of play. Nearly all tasks may be approached in a spirit of play. In one of our homes, for example, it was the custom, instead of demanding that each child should perform a given piece of work, to write down upon slips of paper the various tasks to be done and then allow the child to draw a slip designating his task. Even this small element of play seemed to throw a glamour over the task. In another household, the mother appoints each day one child to be "captain of the day." The child has some special privileges on that day and his duty is to be foreman of the work performed by the rest. The custom of paying children for work done in the home does not seem to be harmful, provided the payment be for extra service rather than for regular work. The children are thus reminded that there are certain duties owed to the home, while the mother, on her part, is glad to recognize extra willingness by extra rewards.

What shall I do with a child who is easily INFLUENCED?

Every child must in the nature of his condition be easily influenced. Life is unfolding before him at a very rapid rate and many more things are being accomplished within his mind and in his development of his personality than the average adult has any conception of. His senses are alert and he responds very easily to things that appeal to him. It is the bright color that attracts; it is the loud sound that he follows; it is the tall, pompous or dominating individual that makes the greatest impression upon him. He is, as we so frequently are told, simply *unmoral*. Right and wrong are equally attractive and equally likely to be imitated. This is a normal condition of childhood, or, to restate it, a child who is not in this condition is not a normal child.

Let us for a moment consider what the condition would be if the child were not easily influenced. By what process would he come into his racial and individual rights? Nonreceptivity means either lack of life within or the voluntary shutting out and excluding of outside impressions. The normal child is very full of life with its possibilities, and has very little power to inhibit the incoming stream of impressions.

It is, therefore, the privilege and the duty of the parent or teacher of the child to make use of this truly childlike condition. If the parent uses his own powers wisely and in accordance with the law of the developing child, he will always rejoice that the child is easily influenced. It is when for lack of insight he fails to take advantage of the situation that he bewails the condition. In other words, it is as if a mother should say, "There is no color in the world so refining, so gratifying to good taste as pearl gray, therefore I will surround my son with this soft and beautiful color," and becomes much astonished when she learns that the red rag which serves as a banner in the regiment of marching school boys influences him more than all her soft tints; in fact that he is quite unconscious of the existence of her carefully prepared color scheme. Red, orange, barbaric tints are the law of the little savage's development, and he must be led through primitive experience to accept civilization's tastes—he cannot be guided around them. By entering into his life,

while the mother must supply the red banner, she may see that it is clean, she may also see to the inspiring insignia that it bears.

This stage of the child's life, which is often called the period of imitation, is the great educational opportunity. A wise man is often quoted as having said, "Give me a child until he is seven and you may have him the rest of his life." This wise man was a priest who was interested in forming the child's emotional and religious ideas. He knew, under whatever treatment he may have discussed the matter, that the period named is that in which the child is most open to mental suggestion—that is, most teachable. What shall we do for the child who is too easily influenced? Be on the ground first, and put inside the things which are to so fill his life that those things without, which we do not wish him to receive, will have little chance to gain impression.

What can you do with a child who is INFLUENCED by his companions more than by his own convictions?

The fact that his own convictions are pulling in the opposite direction is of course encouraging. One way to strengthen such a boy is to tell him a good many stories of men who have been steadfast and strong and able to do a thing because they thought it was right to do it. The idea of the power and joy that come from being a leader rather than a follower also should be continually impressed upon him. Some humorous stories may be told of the results of weak and careless actions committed in following others.

A very sensible device when you come to a concrete instance, is to encourage the boy to delay before he makes any decision. If, when he is called to the telephone to make an appointment that he does not believe in, he will simply say, "Fred, I'll tell you in the morning," he gives himself time to summon his best strength. Almost every important decision may be held until he is ready to do the right thing.

INQUISITIVE. What shall I do with a boy of five who meddles with everything he sees, examines every package that comes into the house, and even breaks things to pieces to see how they are made?

It is evident that this child is not having the proper material with which to work, play, and express himself. He needs to be encouraged to make all possible use of plastic materials—sand, clay, plasticine, etc. He should have blocks of about the proportionate shape of bricks and five or six inches in length—as many of them as he will use; three or four bushels might not be too many. A load of boxes from the grocery, such as are often purchased for kindling, should be added too, as a backyard equipment, and he should be assisted to break them up and “make things” with them. Having so much stuff with which he can make and unmake objects, and this without destruction, if he is still abnormally curious, he should have a little instruction or help in play, that he may be able to make and unmake. An old clock, no longer a timepiece, would be a good plaything for him. Let him take it to pieces. Such a child usually has mechanical power that is striving to get expression and he has not very much imagination. If seriously deficient in imagination, simple fairy tales may be told to him gradually. If the child could be interested in accumulating possessions and caring for them, he would logically and naturally gain some respect for the property of other people; but until he can make things and separate them, he will be likely to destroy, in the expression of his restless power.

How to overcome JEALOUSY?

If by the question is meant the jealousy that arises among children because they believe themselves not to be treated fairly, the answer is, that parents must be more than usually scrupulous to see that benefits, gifts, and privileges of the home are equally divided. It ought to be possible, however, to convince a younger child that an older brother or sister should, fairly, receive certain advantages which will come to himself in due time. Where jealousy is of the wealth or talents of another outside the home, it probably is a thing which can best be solved by a course of treatment. It is usually possible to show certain compensating values in the child's own situation, and, when such compensations do not exist, to stimulate the child to excel in other ways in which his own talents may be exercised. Jealousy may thus

be turned to a wholesome stimulation. Some children seem to be born jealous, and since the trait is likely to develop into malice toward others or into personal unhappiness, it may well form a subject of many a quiet conversation between the parent and the child. The parent should be on the watch for helpful stories from real life also, especially those which show the hatefulness of jealousy and those which prove that unfortunate circumstances or moderate talents do not necessarily limit the real joy of living.

Is my four-year-old daughter too young to be taught to use her own JUDGMENT in deciding matters of ordinary importance, instead of always asking Mother's opinion?

If you feel that the child seeks conference unnecessarily you have rather the simpler problem of the two extremes. Most children do not ask counsel enough. She is probably merely seeking your companionship. Her energy is not entirely utilized, and she is not so interested in her work or play as she could be. Try to find something that is quite engrossing for her and, too, as often as practicable, give her companions of her own age. If she comes to you with a question that she can decide for herself, simply turn the matter back to her by saying "That is for you to decide."

How shall I prevent my little boy from arriving at home LATE from school?

Try the positive method first, of always having something so attractive at home for him to enjoy that he will hurry back to get it. Sometimes I would let him know what I had prepared, and sometimes it should be a delightful mystery. Time should be allowed of course for walking homeward slowly and talking pleasantly with one's friends, but not for visiting or going a round-about or dangerous way. If the habit persists, a suitable punishment would seem to be, to cause the child to sit in a chair and watch the clock for as many minutes as he was late in getting home.

How can we help our children not to be LATE to their meals?
The problem of getting a child to breakfast on time is of

course equal to the problem of getting him up and dressed. In the case of a little child it is well to go to his bed as soon as he is awake, bid him a cheerful good-morning, tell him what is already going on in the world, and encourage him to jump out of bed while you describe still further the plans for the day. With a child somewhat older, the arrangement of a definite time-table, as in a boarding-school, may be a pleasing way to encourage promptness. Sometimes it is wise to insist that a penalty shall be paid, that the child who is late shall experience some discomfort in getting his own breakfast ready or in clearing up afterward. Of course the positive method of having the table talk so attractive that the child will not wish to be left out of it is better.

How shall I deal with my boy who LOITERS and DALLIES over every task?

Begin by giving him as many live interests as possible. Set a time limit for the doing of his chores. Also see that he suffers a definite deprivation whenever he is late for an appointment.

What shall we do to prevent our children from talking in a LOUD voice?

The loud talking of children is almost entirely unconscious. It is usually owing to excitement, expressing itself in that way through the vigorous use of their muscles. It is perhaps not well for us to be too sensitive about loud talking at times when the child comes excitedly into the house telling of some pleasure which he had just enjoyed. The matter may be dealt with in one or two playful ways. The mother, for example, may pretend that she is deaf when the child is talking very loudly and urge him to "try to make himself heard"; or all may play that some one is asleep in the house and endeavor to speak so as not to wake him. If the mother will set the example of never calling up or downstairs and of not allowing the children to do so, she will be a substantial help in the gaining of quiet. A soft voice is such a delightful thing in either man or woman that a mother may very properly try one method after another until she brings about the result desired.

Another answer is given under the word "Gentle."

How to deal with "calf" LOVE?

The term "calf love" is usually applied to the early adolescent "affairs" of boys and girls. A moment's reflection will show that the youth who is just coming into his sex powers will be emotional, will find it hard to hide his feelings, or, perhaps we should say more properly, will not find it easy to express his emotions in conventional ways. He has not learned just how to control the new flood of life that is his. No term of derision should be applied to young people at this time. They should be seriously counseled, taught to respect themselves in the new phase of their life, be told the plain truth, that it is now and then the case that such attractions last for a life-time—so much for dignity—but that the probabilities are that in proportion as they are violent they are short-lived. The young adolescent should be helped in every way to express himself suitably, to make little gifts of his own creation if possible, to present flowers, write verses, and perform all acceptable addresses in the "proper" way. He should always be carefully taught that only delicate attentions are acceptable.

In the schoolroom it is often necessary to put plainly before the children that too much attention to the opposite sex renders it almost impossible to make a grade. If the adored one is worth the trouble, the best homage that can be paid is to put the surging affection into a definite tribute of good school marks and dignified demeanor. "Excellsor!" for the sake of the lady love.

See also the answer under the word "Courtship."

Should a boy or girl at the age of fourteen or fifteen be allowed to read romantic LOVE STORIES?

It is natural that children of the age referred to should be interested in tales of adventure, and love is the most wonderful adventure of all. In one way or another the fourteen or fifteen-year-old, "the adolescent," will have instruction on the subject that to him is paramount. You may not keep his mind from dwelling on the theme, but you may in some measure guide him to proper instructors. The romantic novel seems to be one of those instructors, as the high-class theater is, in some cases, another. For instance, "Bird of Paradise," and most Shake-

spearian plays as they are now staged deal properly with the theme of love for the adolescent. We do not want the adolescent to read the modern Robert W. Chambers type of novel, which is actually a rather serious effort at an analytic study of sex-attraction. However interesting and possibly valuable that type of novel may be to young people mature enough to contemplate matrimony, it has no place in the life of the half-grown.

LYING. What shall be done with a child of eight years of age who is dishonest with his teacher and who, when she punishes him, goes outside and tells other pupils that he has not committed the fault or received the teacher's punishment?

A very drastic form of correction would be to punish the child in the presence of the people to whom he denies having received punishment. But that would be just only to a very much more seriously entangled child than the child referred to probably is. The child denies having received the punishment because he considers acknowledgment a humiliation. If he has so much sensitiveness left in his soul he probably may be gotten at in a very much more direct way. It would be helpful to know how he is dishonest with his teacher. Most forms of dishonesty are too elusive to be corrected by corporal means. Thieving usually comes from one of two sources: either the child takes a thing as a dog takes a bone, because his desire is acute and his after-thought or inhibitory function not much developed, or he feels that there is a decided injustice working somewhere, and that he has a right to the thing which he takes; that is, he seeks to balance one wrong with another. The first case may be cured only by development and the second by enlightenment. The child is always the question and the teacher always the one who is expected to answer. If we as teachers are sufficiently adept we may answer the child by the rule of understanding, sympathy, love. But when we have not reached a pretty high degree of efficiency, we must solve our problems by such means as we have at hand. If corporal punishment must be used, it must be severe enough to convince the child of his physical inferiority and make him fear the danger of its repetition. I believe in such a case as that cited I should make

the child's denial of punishment the subject of a pow-wow, a school council, in which the facts leading to the child's punishment and his denial of that punishment, as proven by the witnesses present, should be recited. In the end I should try to impress the truth that to receive a punishment is a slight thing compared to the serious offense of denying it. The boy in question evidently regards the public opinion of his schoolmates, and that regard of his may be the means by which you will be able to discover a way to cure him of his faults.

See also the Outlines, under "Imagination."

How can we cultivate good MANNERS in our children in the home?

Perhaps we might begin by the query as to what it is that you desire in your home, the knowledge of etiquette, the practice of good manners, or the spirit of courtesy? If you desire each, which one of the three is most vital? The method of procedure to be recommended depends upon the answer to the query.

I was once a guest in a house where a young lad had been most successfully trained in the expression of respect for older persons and women. That expression did not exclude his sister, who was about his own age. On one occasion, when we were seated at the lunch table and the young miss entered late, he rose and stood deferentially until she was seated. I thought, and still think, the custom beautiful and I believe that such manners have an effect upon the life of a boy. Later, when I had gained the lad's confidence, I found that within he was entirely at variance with his courteous conduct. He rebelled against the entire procedure. His objections were based on simple justice. He said that his sister was only a "kid," that she took advantage of his enforced chivalry, and that she should have been on time to her luncheon, that he was hungry and had a right, under the circumstances, to continue his meal without any "foolishness." It was evident that the courtesy of form was quite apart from the courtesy of the heart. I could but question if the good effects in this case would outweigh the deleterious.

We cannot ignore the matter of manners, however, and the

severe but intermittent strain which most people in charge of little folks endure in trying to instruct them upon that subject is more or less amusing to the mere onlooker. To be kept in extreme suspense while parental authority wrings a reluctant "Thank you," "If you please" or "Excuse me" from a shy, frightened, or even obstinate child is a common martyrdom to which the Society for the Prevention of Cruelty to Adults might well give attention. Let us consider.

It seems safe to conclude that the main thing we have to do for our children is to accelerate their progress from savagery—to civilize them. Most of the crudities which distress us arise from the barbaric element in young life. The primary cause of our difficulty is not that the children feel unkind or disrespectful, but that they feel intensely and are vitally interested in their own concern. The one important aim which is most worthy of every parent or teacher is, to begin with the stimulation of right feelings. Then he must make generous allowances for the copious ebullitions of the young caveman. One quivering eyelid raised with difficulty or a shy smile in response to a gift or a greeting, is worth more as an act of appreciation than any enforced ceremony.

The most important help in awaking a sense of justice and in generating emotions of respect, gratitude, and generosity, which are the soul of good manners and etiquette, is found in "atmosphere"; that is, if children live among those who are thrilled with those emotions, they will respond. Even among the simplest people there are beautiful expressions of strong sentiment. If we love, we shall be likely to have kindly manners and our children will imitate them. The stumbling-block which we protrude for their unwary feet is the fact that we are not adjusted in complete harmony with our environment, and we make no effort to conceal that fact. We "slam" our Mayor or other dignitary, especially at election time, forgetting that to the child he stands for an ideal; we criticise our leading citizens and gossip about our neighbors. These are sins of commission and when from his own little world untarnished by our cynicism the child comes to us with the full desire to express a fine feeling, what do we do? "May I take a flower to Teacher?"

or "a valentine to Mary?" or "a glass of jelly to my sick schoolmate?" Far too often by refusal we turn the finest lesson in beautiful manners to naught. Beautiful manners consist not only in suppressing ill feeling, covering it with proper form; but also in appropriately expressing the sweetest and most human sentiments.

The home being primarily the home for social living, it must with wisdom consciously function in the training of how to express genuine feeling. Very fundamental to this work is the attitude and proper bearing of the heads of the house toward each other. The father and mother of the family must not only *be* properly adjusted to each other, but willing that the children should see and know the fact. The husband that has a beautifully chivalrous "way" and a dignified and loving manner toward his wife will not have difficulty in teaching his boys respectful manners toward women. Good-mornings and Good-nights in the family circle are classes in the school of etiquette. The treatment that a guest receives at the hands of the adult when he comes, when he goes, and even after he has gone, is a daily session in the courtesy of hospitality. This school within the home for the generation and expression of courtly manners must not be a Sabbath school or one observing union hours, It must have no intermissions; it must even work nights and on Sunday.

The old demand for respect and courtesy from children to parents is more easily achieved to-day than formerly because of the better understanding that exists between them. The half-grown child who has been told the "truth" of the debt he owes to his mother is glad to learn, even in a slightly formal way, a means for expressing his appreciation of his debt, and when he understands, so far as he may be able to grasp the thought, the weight that the father carries in the financial burden of the family, he is happy to know how, even by a single act, he may be able to show gratitude.

So the cake on father's birthday with all its illuminated paper tips is a wise, as well as a beautiful and loving, celebration. I think that there is no more touching method of observing the mother's birthday than the old Jewish custom of keeping a

candle lighted during that day. I know a family who on each recurrence of his natal day put a fresh flower under the picture of a grandfather who was very dear, and another family who observe all birthdays by a holiday dinner, with the best silver and china brought into service. Sometimes even bringing into recognition the "Sunday clothes" is a pleasant and adequate form of celebration. Unnecessary as such things may seem to an adult, they stir the childish heart with happiness, bring to him a sense of the occasion being worth while, and make it possible for him easily to express the more or less formal congratulations, good wishes, and sentiments suitable to the occasion.

Days of celebration in the community are only the extension of the home-circle celebration days. Children should be encouraged to participate intelligently in the joyous occasions of that larger family, the neighborhood. The wearing of a white carnation in honor of Mother and *mothers* is pertinent. Encourage the little hearts to go out in gratitude to heroes on Memorial Day. It is not only the heroes' due, but the children's. Arrange as "sane" a Fourth as you desire or can effect, but do not say in the presence of your child that you despise the Fourth of July. If you must say it, say it up the chimney. I trust you see that to do that is impolite!

Usually the most annoying breach of etiquette in the family is the rudeness among children themselves. Perhaps one may take comfort from the fact that the annoyance which it causes is the most serious part of such rudeness. The children's world is a separate organization; they have their own code, and ours is, in their opinion among themselves, an absurd superfluity. They will rapidly assimilate and take on our superior manners as they need them. The cultivation of the ways of chivalry is sometimes troublesome with the growing small boy unless he comes from a family that presents the proper example. A small lad that was being corrected for rude conduct to a girl, cheerfully replied to his teacher when she said to him, "You wouldn't strike a little girl, would you? Your father wouldn't strike your mother!" "Oh, yes, they fight!" As boys comprehend what they owe to their mothers, they can more clearly be taught what manhood owes to womanhood. While we are teaching boys

that no annoyance or offense on the part of a girl or woman is an excuse for any violence, that under even the heaviest strain they must be chivalrous, I am very clear in my own mind that we should be teaching girls that there is a virtue, in our tongue still unnamed, which they owe to the manhood that may not physically defend itself against them. A girl should be taught that it is unworthy and unwomanly to say sharp, scathing, aggravating things to a man, to turn upon him a species of warfare wherein he has no weapon of defense. What name shall we give this new courtesy, which is the feminine courtesy, the corollary of chivalry?

A little, only a very little, training is needed for the more formal manners of the great family, the community, and they are easily acquired in the games and folk-dances in which most parents are willing that their children should engage, and in which wise parents seek the opportunity to share with their young folk. The wider social experience brings with it a breadth and breeziness, a sense of sympathy and common interest, without the home as well as within, which will complete the circle of possibilities for the sweet thought and gentle ways engendered within the household. The philosopher has long claimed that the apparent conflict between manners and morals is a delusion and that the best of manners are but the expression of the purest of morals.

A most interesting illustration of the philosopher's theory is the case of a little brother and sister brought by a juvenile court officer into a refuge for neglected little ones. The boy, whose name was John, was four years old, while the little Marie was but two. They were children of deaf-mute parents, both of whom were addicted to drink. When the little folks were seated before a table, having been warmed and cleansed of their uncomfortable filthy clothing, it was the first time they had seen food for thirty-six hours. Little John, being deaf, could not speak, but gave evidence of an alert mind and the greatest interest in his little sister. A bowl of porridge-and-milk was placed before him by one attendant, while opposite him another was arranging Marie's breakfast. John took his spoon in his hand,

but laid it down and looked at Marie, jabbering a queer little syllable, "Yub, yub, yub!" The attendant again placed the spoon in his hand feeling, as was the case, that the child must be in need of nourishment. This time the boy used the spoon as a baton, indicating by many gestures his extreme interest in Marie and what was being done for her. At last she had on her bib and he was quiet. She got her spoon and speedily went to work with it. It was not until the first mouthful had passed her lips that her little chivalrous knight, who could *never* have been instructed in such chivalry, allowed himself the first taste of his breakfast.

Mrs. Hall's "Boys, Girls and Manners" is good.

How may I introduce MANUAL TRAINING into the schools of a very small town?

The work must of course be modest and inexpensive. It need not for that reason be ineffectual. Why do you not study the "Crete plan," which originated in Crete, Nebraska, and which has been adopted in fifty or more of the centers in that and neighboring states? According to that plan, domestic science is taught in the homes of the citizens, with the women of the town acting as instructors and the children going out in turn from home to home for successive lessons. In the presence of the class the instructor usually prepares an article for cooking and sometimes cooks it. Classes usually number at least six, but ten is considered a preferable number. Each instructor has a fixed time for her class. After the lesson the girls carefully try the recipe at home, receiving help from nothing but the recipe at this time. Some of the results of this system of teaching domestic science are these: the girls see the interior of many good homes and gain impressions as to good and practical household furnishing; the girls become interested in cooking as they enter into the spirit of the housewife; there is a marked improvement in the food in the girls' own homes; there is a good influence exerted over the girls by the instructors, and vice versa. Some one has said, "It is the most admirable and the most practical plan of practical philanthropy yet discovered."

What may I do to strengthen my child's MEMORY? I have in mind especially his remembering my commands.

There are different kinds of memory, and psychologists agree that the differences are owing to differences in the brain structure, excepting when lack of memory is owing to inattention and carelessness. Some persons have memories so tenacious and vivid that they can remember everything that crosses the threshold of their consciousness to the minutest detail, regardless of its importance. We might call such a memory photographic, because the possessor of it seems to have before him exact pictures of events or facts, which he can recall at any time. Such memories are very useful and not uncommon in railroad bureaus of information, in libraries and in bureaus of statistics. Ordinarily such persons are not able to discriminate between important and unimportant detail.

Another kind of brain remembers only those things which stand out, or which are of interest. Such memories are found among many thinkers and philosophers. Of course the most effective memory is a combination of the two, where not only important points are clear, but any detail can be recalled at will in its proper relation and comparative importance.

Ordinarily, memories are freshest in young people. Boys and girls from ten to fifteen can remember as they will never remember again. The memory tends to grow less impressionable as one grows older. But many children forget despite their natural impressibility. That fact may be owing to two reasons —first, poor health, from overwork, poor nutrition, vicious physical habits; secondly, it may be owing to inattention, pure and simple. A direction is given but it does not sink in.

The only way fair to yourself and the child, is never to give a command until you are clear in your own mind as to what you want, and until the child is looking you squarely in the eye. You can tell then whether he hears you or not. It is necessary for the parent's command to penetrate the thick layer of childish interests that always occupy the front part of his mind. To say the same thing in another way, you must touch the *quick* of his mind every time.

Here is a grandmother's recipe for curing the forgetfulness

of a small boy, taken from the *Mothers' Magazine*. The grandmother had noticed that Jamie never seemed to remember his errands.

The next morning grandmother said, "It's time to feed the chickens, Jamie."

Just then Raymond called from the back yard. He had a new ball mitt, and Jamie went out to admire and try it on.

"Jamie," said grandmother from the doorway, "come here, please. Did you do what I told you?"

"What did you tell me, Grandmother?" said Jamie pleasantly.

"Sit down here until you can remember," said grandmother.

Jamie scowled fiercely, but he sat down. He wanted very much to play ball with Raymond, so he hurried and thought of everything he might be asked to do. When his eye fell upon the pan of chicken feed he remembered and was off like a flash to do his work.

When he started to the grocery that day he came back to say that he had forgotten what he was to get.

"Sit down here, and think until you remember it," said grandmother. And it took much longer than time.

Every time that day that he forgot what he had been asked to do he was required to sit down and try to recall it. Once he could not, he simply had not listened at all, and grandmother had to tell him again. But that was not until he had spent nearly a half-hour trying to remember. No fellow likes to take a half-hour to remember when the boys are out in the back yard waiting for him to help build a merry-go-round.

Before a week had passed Jamie's memory was improved to such a degree that he could listen to grandmother's grocery list once, and then repeat it correctly to the clerk when he got to the store.

See the Outlines, under "Memory."

I understand that there are some inexpensive substitutes for the MONTESSORI apparatus. What are they?

The mother may not be able, without expense, to carry out the Montessori course of elaborate instruction, but many of the

devices may be copied and used in the home. Dr. Montessori observes, for instance, that children like to amuse themselves by walking on a crack or a board. That feat helps the child's balance and posture and may easily be arranged for by the mother. She found that children like jumping and climbing, and arranged devices for those exercises. The mother has equally good devices in the kitchen and in the back yard. A little flight of steps made of boxes or chairs may easily be arranged, with a cushion to light upon. A line may be marked on the kitchen floor with chalk or on the back lawn with a stick, for the measurement of the jumps. Montessori uses a swing. A little swing may be hung in the kitchen doorway or to the limbs of a tree in the yard. Montessori uses parallel bars for the child to swing from. Father can make some just as good. Montessori uses paints and colored crayons, plasticine and paper for folding. The mother has all these materials. Montessori suggests pieces of colored cloth, which she arranges in an expensive cabinet. Her device is no better than the mother's piece-bag. Montessori has a set of graded cylinders that go into holes of different sizes. The mother may imitate that device by means of different sizes of spools set into holes in a box. A nest of boxes, which one may buy at a toy store, imitates Montessori's steps and graded towers. Some of the Montessori touch experiments may be carried out with the use of various rough and smooth surfaces, such as sand-paper, pieces of velvet, pieces of denim and the home carpets and curtains. The little insets may be cut by the mother out of binders' board. Father and mother may imitate almost any of the Montessori apparatus with their own handicraft, and a set has been improvised by a carpenter and a cobbler for less than \$6.00. The Montessori outfit costs \$50.

Almost any professional line of work needs especial training. Then why should a MOTHER be blamed if her judgment is questionable, when she is expected to be efficient as seamstress, cook, laundress, housekeeper, and child culturist?

Certainly no intelligent or generous-hearted person ought to blame a mother who is in the situation described. The mother,

however, who has a right sense of values, may sometimes blame herself. While hers is about the only profession, except the ministry, which was not specialized during her generation, and while its demands are most exacting and various, yet, if she is conscientious and wishes to do the most important things first, naturally she will think more and more often about securing wise skill for the culture of her children than about being a good cook or seamstress. Motherhood she will regard as her profession; being a seamstress as her avocation. She may read cookbooks; she must read books on child training.

Do you believe in MOTHER GOOSE for little children?

We are beginning to take Mother Goose rhymes seriously. We see now that they are not only enjoyable but that they have educational value. In the first place, they consist almost entirely of short words, the very words that the baby ought to learn first. They are jingles, which makes them easily identified and remembered. They deal with familiar objects—with things which we wish to present to the little one. They are full of fun and help him to laugh and be happy.

As to methods of using Mother Goose rhymes, two or three suggestions may be helpful. One plan is to tell, sing, or chant them. Fortunately, the baby is not a critic and almost any rendering which beats time to the rhythm pleases him. A second method is to show the little one pictures that tell the rhymes. The pictures are a very important help in enabling him to identify objects. The many bright-colored rag books and nursery books upon stiff board need no special mention. Those who like to present good colors and drawings even to little folks will be glad to know that two of the most charming versions of Mother Goose are those illustrated by Jessie Willcox Smith and Fanny Y. Cory. The dainty little pictures of Kate Greenaway also are still popular. A third method of using the rhymes is by means of finger-plays and action plays. Many of the verses can be acted out with the hands and fingers. Some of them can be done pick-a-back or may be applied to playthings or nursery games. The Institute has printed a helpful little book entitled "Mother Goose Finger Plays."

How shall I get along with my mother (or MOTHER-IN-LAW) who insists on the old-fashioned method of bringing up the baby?

1. Some old-fashioned methods are very good. Many of the remedies and devices suggested by young physicians are actually no better than the older ones. If you find a good old-fashioned method, why not use it?

2. Have in the home periodicals and books upon the new methods and place them where your mother will see and read them. Read selections aloud and discuss them; endeavor in all this to let the reasonableness of the new plans come to her attention.

3. Ask the grandmother sympathetically how she did in such and such a case. Try to get her standpoint. Sometimes, after you have consulted her, get her, in a tactful way, to yield.

4. When it seems absolutely necessary, invite your physician or some childhood authority to the home, so that he may explain why the suggestions that he makes are essential.

5. There are cases so extreme that it seems impossible for the daughter-in-law to maintain the home with an older woman who is so unreasonable. The child, of course, cannot be brought up by two absolutely different methods.

Read Katherine Norris' "Mother."

Do you consider MOVING PICTURE SHOWS harmful for a child to attend once a week?

The moving pictures have come to be recognized as an important and valuable part of education. If the place where they are held is decent and sanitary, and the films are fairly fresh so that they do not tire the eyes, once a week would not seem to be too often for a child of over ten years of age to attend them, provided the parent goes with him frequently, to assure himself of the character of the entertainment offered. Talk the films over at home upon your return. It is desirable to instruct a child to sit as far back in the room as possible, that the eyes may not feel the vibrations so keenly as they would nearer the screen.

How to break the "MOVIE" habit.

If the movie habit is to be broken, like going without dinner and other radical changes in life, it will have to be done by doing it. Quit by quitting. But why not limit visits to the picture show to Friday or Saturday evening and see that the program is one which will be helpful, not harmful?

How start a child in MUSIC?

Dr. Frank Damrosch has lately written, in a periodical that we are unable to identify, the following concrete suggestions about the beginnings of a musical education.

Musical education should begin in the cradle. The baby should hear soft, melodious, correct singing every day. If the parent cannot supply this, so much the worse for both parent and child. The next best thing is to get a nurse who can sing nursery songs correctly. It is as important as any other quality necessary to the proper care of the child. Also, a singing nurse is apt to have a better temper. A child who is brought up this way will never be tone deaf. It will probably sing before it can talk. It will learn to love music as a soothing, pleasing experience. As it grows older it will enjoy games accompanied by singing, and, best of all, it will learn to modulate its voice musically in speaking. All this, provided neither parents, nor nurses, nor sisters, cousins and aunts scream or scold about the house, for the child will imitate raucous noises as quickly as musical sounds.

By the time the child is seven years of age he should show whether there is any real musical talent or not. If none is in evidence, he has at least learned to use his voice so as to sing in proper tune, and, above all, he has learned to take pleasure in music. If, on the other hand, he shows a keen desire to play some instrument, it is right that he should be given an opportunity to show what aptitude he has for it.

Everything now depends on the teacher. Most teachers think only of the mechanics of their instrument and quickly kill all interest in their pupils by placing that side foremost. The good teacher begins by studying his pupil and by adapting his instruc-

tion to the particular mental, physical and psychic qualities he finds. The musical side, the imaginative element, should always predominate. The interest in the music, the desire to express himself in it, must first be aroused in the child, and then the technical means by which this is accomplished will be gradually acquired with the hearty coöperation of the pupil. Every lesson should be looked forward to as a treat, and practice time should be a pleasure. If this is not the case the fault lies either with the pupil or the teacher. If the pupil, in spite of such teaching as indicated above, detests practicing and dislikes his music lessons, it would be better to give them up, at least for a time. More frequently it is the teacher's fault, in which case the remedy is obvious.

While the child attends school he cannot and should not devote more than from one to two hours a day to practice. This will suffice, if properly done, to enable him to make reasonable progress and develop him into a good amateur by the time he leaves high school.

The question arises, however, in the case of unusually talented children who are destined to become professional musicians, how to get enough practice without neglecting their general education. In my opinion no concession in the general education should be made until high school is reached. Then it may become necessary to reduce the five-hour school session to three hours, with an extension of the high school course to five years, instead of four. This would enable the pupil to devote four hours daily to musical studies, a necessary minimum at this age for purposes of high attainments as a performer.

An artist-musician needs a good general education as much as he needs a good musical equipment, and parents can make no worse mistake than to take their children from school before finishing the high school course. Talent by itself is nothing. It can only serve an artistic purpose when used to express the highest qualities of character, mentality and æsthetic feeling. I do not permit any student to take the full course at the Institute of Musical Art who has not completed at least two years of high school, or its equivalent, and who does not continue in school till the high school course is completed.

Should a child of eight years who is in the third grade study MUSIC also during the school months?

There is one condition under which a child might with advantage pursue musical studies during the school year and that is if all the practicing is done with a teacher or intelligent director and if the time of practice does not exceed half an hour each day. Under the ordinary method of exacting an hour a day of practice from children the wisdom of such a course for an ordinary child of eight years is questionable.

Can I do anything for my child who has no ear for MUSIC?

If a child merely sings off the key it is not a sure proof that he has no ear for music. The trouble may lie with a school or church where the boy has been in the habit of hearing people sing out of tune; it may lie with the folks at home, or with the passing hand-organ. Robert Haven Schauffler has written an excellent book entitled "Amateur Musicians" in which he suggests sending such a child as that referred to for treatment to a "music doctor," a first-rate teacher of the violin, flute, cello, voice or some other instrument that requires correctness of ear on the part of the performer. It is probable, even though he may never learn to sing, that the boy may learn to enjoy playing the piano or its older brother, the organ. Mr. Schauffler has coined the happy phrase "creative listening," a talent which he says is almost as useful and important as that of the skilled performer himself. He has recently written a very bright article entitled "Masters by Proxy," in which he assumes that we would never have great masters in music if we did not, during their lifetime, develop an army of appreciative listeners. You may at least enlist your boy in the army of appreciation. Mr. Schauffler further suggests beginning to cultivate the child's ear for the music in Nature. Teach him to hear the great choruses instead of merely the single voice in the out-door sounds; to distinguish the soprano from the tenor and the bass from the alto parts in the gale, the surf and the stream. As he sits by the fireplace, let him learn to hear the characteristic differences of the various kinds of wood as they burn. Then let him make music in somewhat the order that mankind has ob-

served in its musical progress. Let him have bones and drums and other primitive instruments first. Let him have the kazoo, the penny whistle, the Jew's harp, the accordion. As soon as he exhausts the limited possibilities of each of these instruments, he will certainly aspire to a better one. Then give it to him. He may go no further than the banjo stage or the alto-horn stage, but at least he will be vastly further along than if you had never taught him to look with his ears. At any rate, he is sure to extract a huge amount of pleasure from his own performances.

Lavignac's "Musical Education" will be helpful to you.

Should a boy of fifteen years be forced to continue the study of MUSIC when it has become very tiresome to him? He has talent.

The answer depends upon the measure of the boy's talent and the possible use that he would make of his musical training. Could not a compromise be effected by granting a considerable rest period? As a mere accomplishment, it would be unwise to press the practice of music to the point of a break in sympathy between parent and child. On the other hand, if the boy is a genius, his music ought to be considerable self-expression to him and his parents ought to be able, by working upon the matter carefully and being reënforced by the judgment of others interested in the subject and in the boy, to make it clear to him that he has musical ability which should be developed and expressed. Each man should do the thing for which he was born. In proportion as one has great possibilities, he must be patient to make great effort that he may be true to the gift entrusted to him.

What can be done to interest a child of eight in her MUSIC practice?

The problem referred to in the question is a very common perplexity, for practicing in itself is a sort of drudgery. What we have to do is to make it as interesting for the child as possible. One way to do so is to interest the child in music. He who looks over a beautiful broad field and is told that he may

possess it will very likely be more willing to clamber over rough places and work to remove boulders if these are in his way. Most mothers, however, instead of adopting the method indicated, undertake to persuade the child to work out the technic of music without much idea of what that technic means or what it will lead to. You have a great advantage if your child is musical. Not long ago a letter was received by the Institute from a very cultured Boston woman who is one of its members. She was a professional harpist before her marriage and her husband plays the organ and has a pipe organ in their home. She writes that she does not intend to start her children in music practice too early. She remembers that she herself suffered from too early and too strenuous practice. She says that instead of giving them definite instruction, she is going to prepare her children for it in all manner of ways. She says that they may hear practicing upon harp or piano or organ at almost any time within three hours each day and that there isn't a day when the little folks do not sing kindergarten songs, choruses, or church music, with their father or herself accompanying them. Music is one of the most important studies to be given to a young child. The cultivation of the eye as well as the ear, the coördination and control of the muscles, the training in concentration and attention that come out of music practice are not to be supplied by any other study. I would that every boy and girl might be given a chance with the favorite instrument, whatever it might be. Practicing is hard, but if parents and music teachers would try to put into it something a little more vital; if they would try to have a child understand that he is expected to improve each time he plays an exercise; if the mother would sit by the child during practicing and bring personal inspiration to bear upon it, then a great difference in accomplishment and in the child's enjoyment would be perceptible.

How shall I encourage my child in systematic MUSIC PRACTICE?

1. Give the child a musical background before he has the mechanical part of the system. Do so by seeing that the child

hears a good deal of melody in the home, either singing or the music of the piano, with the phonograph or pianola.

2. Show the child that music is story-telling, and make his song or the piece on the piano interesting by revealing to him the story that it tells and by telling him stories about it.

3. Have several short periods of practice rather than one long period.

4. Give the child a definite task rather than a time limit and enable him to feel that as soon as he completes the task he will be released from it. Then he will not come to think that music practice is endless.

5. Give the child oversight, particularly at the beginning, so that he may get the very best start in his practice.

Do you think a daily NAP is practicable for the mother of a large family?

A mother of six children insists upon keeping up the habit of a regular nap. Her friends used to say "Aren't you afraid something might happen to the children while you are asleep?" She would always respond, "What worse thing could happen than for me to go without my nap?" When we remember that the most important thing to children is their mother and that no children can have a good mother unless she is kept in the best condition of health, it seems as though her logic were obvious. The mother of a large family needs a nap much more than does the mother of a small family.

How may one child in a NEIGHBORHOOD be taught to get permission to do certain things when the other children do as they please?

Neighborly coöperation would be of great help in a matter of the kind referred to. If, however, you wish your child to get permission and your neighbor does not regard that matter as important, you will simply have to bear down hard enough to carry your point with your child or accede to your neighbor's way of doing, a concession hardly to be advised. It is often easier to bring the next-door neighbor to your standard than to maintain your standard with your own children in spite of the fact that your neighbor's standard is different. Truly we are all mem-

bers one of another and neighbors share almost a family relationship.

How may one subdue the generosity of her NEIGHBORS in regard to food and candy?

There seems to be no method of dealing with this matter except directly. It is hardly fair to ask the child to undergo the self-sacrifice of refusing generous offers of the sort, especially since children cannot very well refuse gracefully. Why do you not speak kindly to the neighbors as to what you are in the habit of allowing your children? There would seem to be comparatively little difficulty if the neighbors' gifts came at suitable times. Might not the child be permitted to receive candy, but not to eat it until just after the family meal?

NEIGHBORS. How may a child be taught to mind when the children next door do as they please?

A child should have been taught to mind before he is old enough to know whether there are children next door or not. It is difficult to enforce obedience with the example of disobedience in view, but persistently demanding the established habit of obedience, or the persistent establishing of the habit by requiring it, is the only course to take.

NEIGHBOR'S CHILD. What shall I do about the boy across the street?

All the winter he has been coming to our house. He is only five years old. I have been careful to be with the children during his visit. The little fellow is ill-bred and rude, but worse than that he has gathered garbled information about life's mysteries, which he passes on to others. Both in word and deed he gives offense. Yet I have grown to love the little fellow, there is so much in him that is dear and winning, and my children love him, too, and admire his prowess in certain activities. He seems very happy here, yet his presence is a greatly added burden to my already overfull days. What shall I do now that the springtime has come and the soft weather wooes the children out of doors? I sent him home the other day simply because I had not time to stay out in the yard and oversee the play. His

eyes followed me; as he turned to look at me, he somehow had the gaze of a hunted animal. What shall I do? A child like that should not be lost, yet soon he will not be asking to come into any one's home, the street and its lure will have swallowed him up.

There you are, mothers! The problem is yours. It does not belong to the writer of the letter alone. It is easy for me to sit at my desk and *write* about it, but what are you going to do about it? The question of companionship, as it is frequently put, resolves itself into the question of how shall we safeguard our children's friendships? How shall we direct the tenor of their way so that they shall be thrown with only those whom we think fitting? It seems to me the wider question for people living in a Democracy and claiming a Common Fatherhood, is to ask, "How can I help make all children fitting companions for my own children?" We love to talk Democracy; we love to preach it in our Fourth of July orations and patriotic celebrations, but what are we doing to *live* it?

I am at sea about the solution of it myself, but there are two points in question of which I feel very sure:

1. If the children about you are illy trained, rude and uncared for, you need never hope to help them to a better standard of living by driving them from your door. This is quite as true of the rich as of the poor; we all know children of rich homes who are sadly neglected and whose moral standards make us tremble for the future.

2. If you are moved by an altruistic impulse, or even more selfishly, to help the children about you to a plane of living that you want your own children to attain, and so open your home to the neighbor child, never forget that one of the paramount requirements is the fact of your presence, or the presence of some older person whom you can trust. More harm grows out of the unguarded (or maybe I mean undirected) play of little children than we dream of.

Another thing to remember, and it is as common to the children of a larger growth as to those of the nursery, is that there is a strange halo of fascination which surrounds the girl or boy dubbed "bad" and forbidden. The heart of a child claims its

friendships regardless of the attributes of the object upon which it fastens. Sometimes I think it does so because the child sees the *real* child back of his finery or rags, his uncouth language and rude behavior. If you feel afraid of the contaminating influence of wrong-doing, why should you not have an equal assurance of the influence of good? Instil into your child the spirit of "noblesse oblige," that just in proportion as you have helped him to see the good and the true is he under obligation to help every one with whom he comes in contact, to see the same. The youngest child who can reason will respond to that thought.

It took the wisdom of a four-year-old to voice the entire matter in question. When his mother said, drawing him close to her, "No, dear, you cannot play with Kenneth across the street, he is not a good boy and mother fears you would get something that would keep her boy from being the good, pure boy he is and wants to be," there was a moment of silence followed by the weighty question, "Mother, isn't being good catching, too?" Answer his question, mothers, truthfully. Upon the answer of the motherhood of the race to that question depends the very foundation of our Democracy, the "city invincible, the city of friends."

What is the best way to manage a NERVOUS child?

In all cases of difficulty with children, self-control on the part of the parent is, perhaps, the first requisite for successful management. That statement is especially true in the case of the nervous child. To be calm at all times, clear in all directions and requests, and quiet within yourself is to be in the helpful condition. Most nervousness rests upon a cause. If that cause is removed, conditions will at once become better. It is also necessary that the child should not only eat plenty of good, wholesome food, but he should also assimilate it. A change in diet will sometimes bring almost immediate good results. A raw egg beaten into a glass of milk is a reënforcement for many children. It is essential for a nervous child to sleep regularly and for long hours, if possible in the open air. There is sometimes a slight irritation that an intelligent medical examination can

detect which is the cause of nervous conditions. When all possible efforts have been made to improve the health of the child, we must trust to loving and intelligent patience to help him to outgrow his irregularities.

Guthrie's "Functional Nervous Disorders in Childhood" may be useful.

Can you give me some simple hints for the treatment of a child disposed to NERVOUSNESS?

The following suggestions, largely from Dr. Lewellys F. Barker, are made on the supposition that the child in question is not in a serious condition but simply needs watchful protection and care. Nervousness in the child is usually owing to one of the following causes:

1. Faulty feeding in infancy and early childhood, owing sometimes to the caprice of the child, or to imperfect nutrition.
2. Coddling the child so that he is not accustomed to healthy reactions or to the meeting of small obstacles. This coddling sometimes goes so far as keeping the child indoors and not allowing him to take part in regular calisthenics at school. It sometimes even takes the line of protecting the child too much from all sorts of pain and discomfort. Children thus coddled often get fixed ideas and needless terrors.
3. Yielding too much to the craving of the child for sympathy. Nothing is more injurious to a child than the habit of self pity.
4. Allowing the growth of the habit of vacillation and indecision.
5. Encouraging him by example in habits of irritability and uncharitableness.
6. Allowing the child to indulge in frequent fits of temper.
7. Allowing a young child to be frightened by fearful tales told by nurses or other servants.
8. Neglecting to see whether there is physical abnormality that accounts for the nervousness.
9. Allowing the child to enter into experiences of study and amusement, or other experiences, which belong properly to later life.

In general, the causes enumerated suggest the following com-

mon-sense remedies: the child should have plenty of nourishing food, regularly administered, should live an out-of-door life and be encouraged in school gymnastics; both body and mind should be awake to resist common pains and discomforts bravely. The child should not be allowed to think or talk very much about himself, but should take hold helpfully to relieve the discomforts of others; he should live in an atmosphere of cheerfulness, hopefulness, and love in the home. He should learn the habit of self-control of moods or temper. Love of nature, of truth, goodness, and beauty, and of humanity should be strengthened by definite instruction and exercise; the religious life should be filled with simple duties and generous activity. Such a child should probably not be sent to school quite so early as the perfectly normal child; should not be put at the head of his class or allowed to engage in competition; after school he should play freely and his hours of rest and sleep should be carefully protected.

Suggest a good plan to induce a NERVOUS child of four years to take a regular daily rest or nap.

Why do you not save up for the nap hour certain playthings that are attractive but not exciting, and place them in the crib or on the bed? The essential thing is not always sleep but relaxation, and many children seem to get as much rest out of silence and quiet play in a quiet room as out of sleep, while play that invites relaxation is in itself a direct temptation to sleep. A device used by one mother is that of purchasing from the Educator Cracker Co., of Boston, a Noah's Ark that they make which is neatly and safely painted and which they fill with animal crackers. The whole outfit costs fifty cents. A few of the crackers, with the Ark, might be given to the child when he goes to his bed and he might be allowed to keep the animals and the Ark with him until he gets ready to eat the crackers and then falls asleep.

Will you give me some suggestions for equipping our new HOME-NURSERY?

I have just read in *Good Housekeeping* that there are two primary laws which should govern the equipment of the nursery.

One is the law of simplicity and the other is the law of cleanliness. The second depends upon the first. The furnishing of the home nursery should be simple, so that you may be able to take out and clean everything in the room readily. Simplicity demands only such furniture as is necessary. Let your luxury be that of sunlight and good taste. You might have either a hard-wood floor or one covered with linoleum. Rugs should be washable. White painted wood is excellent. The cribs, if you have them in the nursery, should be of white enamel or perhaps of willow. You want the nursery at the quietest end of the house, so that you may protect it from sound and to be able, either by curtains or by screens, to shut out the light when you wish to do so and to flood the room with sunlight during most of the day-time. In a sunny room, window-seats may be made one of its pleasantest spots. Across it may be placed a tiny table and in it a few bulbs, a little aquarium, and one or two flowering plants. The nursery will have to take the heating arrangements of the rest of the house; the essential thing is that the heating should be regular and the ventilation good. Plain paper is best, perhaps taking the tone of the pictures. The pictures should be hung low and should be subjects which the children enjoy rather than those chosen merely because they are classic. Let the chairs be low and without spindles in the back. Kindergarten chairs are the best. A little cabinet or pen in which to keep toys encourages orderliness. A corner cupboard for souvenirs or curios could easily be made to supplement the cabinet.

Please give me a good plan to prevent a four-year-old girl from fighting NURSES and servants.

The immediate recipe would seem to be: more mother and less nurse. As the question comes from the South, it is to be presumed that the nurses and servants spoken of are colored. Southern women of course know that what colored servants lack is dignity, although they often excel in affection. The fighting, pretty surely, often begins playfully and is acquiesced in or even encouraged by the colored women, who are only grown up children themselves. Nurses often are not competent to maintain their authority even with little children; then it becomes neces-

sary for the mother to intervene. If, for example, the young child resists the nurse when being dressed, let him remain undressed until he is willing peaceably to coöperate. If he strikes the nurse, let him go into solitary confinement for a time (not in the dark, however) or be deprived of some pleasure and warned that whenever he threatens to strike again he will suffer a similar deprivation. To summarize, the best answer to this difficult question seems to be for the mother to enter personally into the situation for a little while, until she fully understands it and conquers it; for her to be very firm in insisting that such conduct shall immediately cease.

How to teach a child of five OBEDIENCE.

A child of five should have been practicing obedience for several years. If the habit has not been established, a difficult task confronts the mother. First, have a talk with the little one; tell him that when he is called he is to come to his mother; make it a business to work on that one act of obedience many times each day until the habit of obeying is established. At length, at the sound of his name, the child's impulse will be to start in the direction of his parent. It will probably take a hundred acts of obedience to begin the formation of this habit, but at the very beginning, win your first point. Don't expect the child to be at once obedient except in your presence; that is, don't tell him things to remember; don't ask for promises; stick to your text, "Come when mother calls." When the child has acquired that habit, you may establish other habits.

Abbott's "On the Training of Parents" is very bright.

If I exact OBEDIENCE, shall I injure my boy's will power?

You will want to work with your boy in such a way that he can apply his strong will when he wishes to, but it is a great accomplishment, as well as a great power, to be able to "inhibit"; to put down brakes, as it were; to submit one's self to the direction of another when to do that is duty. I think one may call that accomplishment and power, not the breaking but the setting aside of will for the formation of character. You can explain this matter of will to him. Every adult sets aside his will when

he obeys his superior officer; every man does so who obeys a law of which he does not particularly approve.

What is a good plan to secure immediate OBEDIENCE? My girls obey, but sometimes they wish to wait a few minutes or finish some little thing in their play before doing so.

If it is possible to allow children a few moments to finish up something in their play before your request becomes operative, it is best to do so. One may say, "When you have done so and so," etc. One does not need "rush order" put on every command given to a child in the home. The word "immediate" should be attached to a request only when it is *necessary*, then children will be more likely to respond when it is necessary.

Is it possible to teach strict OBEDIENCE to a boy of twelve, who hasn't been strictly disciplined in earlier life?

Oh, yes, at least, some people can teach obedience after a boy is twelve years old, but it is a heavy task to do so, and very hard on the boy. You can make such a boy a good soldier, which means obedience, and very often you can make him a good citizen, which means that he must obey the laws of the land, and it is possible that he may become a truly good man also, that is one who obeys the mandates of his highest thought and reaches his own ideals.

Can you give me any suggestions about securing OBEDIENCE?

Tell a good many stories showing how all persons, the adult as well as the child, have to conform to law, and how the community and even the home life are possible only because of law and the obedience of individuals to that law. Tell stories to show the distress and trouble that have come to those who fail to comply with law. In the case of little children, stories about animals and fairies as well as about other children may be utilized.

Make all commands as direct and simple as possible, never giving any unnecessarily, and always insisting that the child look you directly in the face when the command is given, that

his attention may not wander and he may not so easily forget, as he doubtless would without such close attention.

I would explain over and over again to the child the reason why mothers are important to little children—that mothers must decide what it is best for them to do. I would explain that they must decide not because they are more powerful and wish to show their power, but because they have a very delicate and loving responsibility, and that a mother needs the help of her child in order to do her duty faithfully.

Mrs. Chenery's "As the Twig Is Bent" is very sensible on this subject.

Does absolute OBEDIENCE ever weaken a child's will?

No, a proper obedience should not weaken will, but the recognition of heavy and persistent tyranny may ruin a child's disposition or spoil his adjustment to the sane order of life and wreck his happiness. The right to command obedience and the power to obtain obedience are tools so powerful that but to grasp them should inspire a deep sense of responsibility.

Should I demand immediate OBEDIENCE or should I stop to make explanation?

The question offered cannot be answered without some qualification. When a child is deep in play or work, do not call him away unless to do so is absolutely necessary. With young children instant obedience is sometimes required for their own protection, and while not asking it unless it is necessary, one should insist upon having it when it is asked. Perhaps promptness is less essential as the child grows older. It takes time for a young fellow of strong will to make up his mind to obey. There are a good many emergencies in which the habit of prompt obedience will even save life.

What is the best way to teach OBEDIENCE?

Of course there is nothing unusual about not wanting to mind. Nobody wants to, but sooner or later everybody has to, continuously. Fortunately for most of us, we have learned that we have to do it, and so can "make ourselves mind." That is what a

little four-year-old boy once said to his mother when she was having difficulty with him about obedience, and said, as mothers often do, "I am sure I don't know what in the world to do with you, for you must mind." Sensing his mother's real distress he said, "Well, I suppose I will just have to make myself mind."

The commonest error for a young mother is to attempt to secure and enforce obedience to a great many commands—in fact, to a continuous stream of commands. You will agree, I am sure, that it is better to issue very few of them, but see that those are executed. Most of the routine of the child's day may be carried on without commands. In the morning we say, "It is time to get up," "Let us get dressed," "Now we will wash," and "Breakfast is ready." There is no command required. If Miss Five-Year-Old should perchance be displeased and not come to breakfast at once, perhaps it is well to say, "I am sorry you were late to breakfast," and pass over the matter, which, in a few minutes, will right itself.

Suppose it is best that there should be one command in the morning routine and suppose that be to hang up the night-gown. Then one would say, "Hang up the night-gown"; even if the rest of the day were spent in getting the night-gown hung up, that would be necessary to the discipline and development of the child.

Obedience should become a habit, but there should be much opportunity for the expression of a child's own wishes and desires, and very many opportunities when the child should be able to take his own time in doing things. If you attempt to have a child obey continuously, you are likely to fail and have "much talk." If a few acts of obedience are rigorously enjoined the child will readily learn to distinguish between a command and a request, as he should. Forty times a day you may say, "Will you please hand mother's thread?" or "Will you please close the door?" "I should like a drink of water," and your child will usually meet your *request*. If he meets your requests three times out of five times a day, and there is no failing in his willingness, he will acquire the habit of obedience and obey at once.

Now is the matter clear? Have your child obey you when you make a command. Make few commands, and common sense sug-

gests that you seldom make them when you think the child is not in the mood to obey. Yet the time may come when you will do just the opposite. You will demand obedience when you know it will bring about an issue: in that issue be sure who is to be the winner. Sing songs, tell fairy tales and rhymes and poem stories, and don't "talk a great deal," but be obeyed when you feel that obedience is your due.

Forbush's "The Boy Problem in the Home" takes up the matter of obedience at each stage of childhood and youth.

How to keep a child of three years from positively refusing to OBEY.

The habit of obedience should be formed much earlier than the age of three. A child will not refuse to obey when three years old if his disobedience has not been lightly passed over when he was from one to two years old.

Suppose, when the child referred to does not accede to your request, you place him in a room by himself and leave him there until he is willing to accept your ways. That plan works well with some children but not with all. Most persons would exact obedience from a three-year-old by force. That is very far from the ideal way, but perhaps it is better than to have no government at all. Almost the only request which it seems wise to make of a child of three is that he come to you when called. Insist upon such obedience, and give him sufficient practice when he is perfectly good-natured and happy to establish the habit of his coming at your call. If necessary, punish to get your result. Do not persistently punish the child until he obeys; that is, do not pit will against will; but punish if you do not gain the obedience, then keep on working until you do.

The first volume of Mrs. Wood-Allen's "Making the Best of Our Children" will help you.

Just how may we have a child OBEY without being too harsh with him?

Perhaps the wisest word to say on this subject is, Don't hurry. Is not the reason why we are harsh usually that we are impatient? Do we not become dictatorial when we are anxious

to show our authority by receiving instant obedience? Is it not sometimes possible to secure obedience by a firmness that waits quietly for a while, until the child is ready to do his task cheerfully?

Abbott's "Gentle Measures in the Training of the Young" is old, but still good.

How shall I make our baby of three OBEY when he does not seem to know what obedience is?

You must remember that you have always been treating him as though he were entirely dependent; therefore he does not yet know much about self-control. The best way to begin is first to ask his obedience in those things which interest him most. Invite him to bring to you the toy that pleases him so that you may admire it and share it with him. Suggest that he "help" mother. When he is at his best, get his attention and give the simplest kind of commands. Ignore disobedience when he is sleepy and fretful, but day by day set apart particular times for training him to act promptly when he is bidden to do so.

My little girl of ten is very much embarrassed by the OBSCENE REMARKS that she hears from the boys in her school. I do not wish to change schools, since her best friends attend the one to which she now goes. What can I do?

If possible, make this problem a parents-school-neighborhood question rather than a personal one. In the first place, the quickest way to eradicate the trouble would be to see that the boys receive, incidentally, as it were, instruction in things in which they are unavoidably interested at this period of their growth. If their curiosity could be satisfied at given points, if they could be given proper words by which to mention what they are thinking about and proper persons with whom to discuss it, most of the difficulty now encountered would be removed. Have you a young physician or social worker who would take the matter in hand, gather these boys together, give them some lessons with a microscope, or with charts and illustrations, and explanations of certain phases of life's reproduction? I think that would be the scientific way to handle the subject. The

boys would possibly be given no information which they do not now possess, but they would be given only true information, while much of that which they are now bursting to disseminate is specious and false. Of course what they need most is to have their ideals so strengthened that they will not under any circumstances do the things of which they are now thinking. The easiest way to remove the tension so that their ideals will be strengthened is to get out of their system the things which are now confusing them and embarrassing the little girl. They know perfectly well that the things which they say they should not say, but they say them partly to tease the child, and do not actually distinguish between that which is tantalizing to her and that which is unworthy of manly fellows. They would make the distinction, however, if they could come in contact with, and be instructed by, a clean young man. Next to a clean, pure-souled young man, I suppose some friendly, frank, comrade-like woman might serve in a limited way.

How would you prevent profanity and OBSCENITY in children?

Children are little sponges that drink up whatever is bad as well as what is good. They will do whatever is done by the elders with whom they come in contact. A child may swear without being in the least profane in spirit. If he does not have the example continuously before him, his doing so may not be actually harmful. If he does have the example continuously before him, he is likely to become fixed in the habit. Obscenity in children is usually the result of unconsciously trying to find out the meaning of the things in life which interest them and which no one will explain. They gather it up as they do the dirt on their clothes, from brushing against it. They make use of it as they might clay which stuck to their garments and which they might peel off to try to make something out of. Your protection must rest upon establishing within their minds better ideals. Point out the difference between persons "above" such vices and those contaminated by them. Do not preach, but illustrate. Teach your child to come to you to learn the meaning of every word or reference which interests him. Tell

him the truth, that no one who understands better ever uses the common words of obscenity with which he will come in contact. When he understands the truth of what you say, he will not wish to use them.

OBSCENITY. What shall we do about allowing our children to hear unclean talk? Is it better, if you have their confidence, to let some of it come to them, knowing that they will tell it to you, and that you can persuade them that it is undesirable, or to try to keep them from hearing it altogether?

Much of the obscene talk of children is innocent. Phrases strike them as novel, therefore they repeat them at home. If no notice is taken of them they forget them entirely. On the other hand, if unclean talk comes from sources which seem to the mother to indicate the possibility of unclean living, then she should keep the child away from such sources, such companionships, because of possible deeper contamination. It is true that we cannot entirely succeed in such separation, and the mother who asks the question under consideration is right when she suggests that the greatest duty of the mother is to keep the confidence of the children perfectly, so that they will bring everything to her. The best way to discover whether the companionship of children is contaminating is to have such children in the house occasionally and observe their ways. If it turns out that they yield readily to better influences, they are probably not entirely undesirable companions. Every mother, of course, should make strong efforts to secure for her children the most desirable companions possible.

My little child is very OBSTINATE. I feel the importance of dealing with the habit very early but do not know how to go about it.

Sometimes obstinacy indicates a strong will. Sometimes it implies that the child is simply misunderstood and is not wisely handled. The following are a few suggestions:

1. Keep the child as comfortable as possible. Use foresight and take good care of him before he gets so cross that he is unreasonable.

2. Never discipline him when he is in a passion.
3. Make his good habits so productive of happiness and so far-reaching in good results that there will be as few as possible of the points of difference that usually create scenes.
4. Do not exaggerate nonessentials by treating them as essentials. Do not make too much of your own preferences when they are not actually vital.
5. Be consistent. Never allow what you cannot usually allow. If, for example, you give a child candy after a certain meal, he gets the impression that he is to have it after every meal. The rule of consistency forbids giving the candy in the first instance.
6. "If you are liberal in what you allow you can be strict in what you prohibit."
7. Never punish because it is the easy thing to do. You may get the habit of punishing if you do not look out.
8. "Too many cooks spoil the bro'th." Allow only one person in the house to give the child commands. If father and mother both are to give directions, be sure that they always act as one.

How can one teach an OLDER BROTHER to appreciate a younger one?

The mother of boys nine and six years of age, for example, ought to be careful that the younger child is not always a drag on the elder one. That is, a little child is likely to interfere with much that an older one wishes to do, and while the latter should sometimes be made responsible for the little brother and be interested in taking care of him and playing with him, such responsibility should not be constant.

The treatment, of course, is precautionary. Sometimes a mother can suggest and foster "perfectly lovely" plays in which the presence of the younger child is necessary. The appreciation of the accomplishments of the younger child by the family also is helpful. Sometimes it is useful to give to the little boy something which the older one would enjoy. Suppose a swing should be contrived for him, or, even better, a turning-pole, and it should be his individual property. That would necessi-

tate the older boy treating with the younger for the use and privileges of the device. The little child in the meantime should constantly be urged to be a soldier and not whine or hang on, but do his part like a big fellow. There is probably a greater difference in development between two little brothers at the stage mentioned than there will be at any future time; that is, there is more difference in their capabilities at six and nine than there will be at seven and ten even, and much more than there will be at ten and thirteen.

Should children associate with OLDER COMPANIONS?

Every instance of the sort referred to in the question should have a separate decision. An older child is often very fascinating to a younger one, because he is just enough ahead to make his power wonderful and his understanding seem great wisdom. To some children, particularly those who are of the hero-worshiping age, certain adults are often more fascinating than other playmates of their own age. Every mother should strive so to understand child nature and development that she may bring to her child at each stage of his growth companions who will be to him just what he needs. She should seek to discover and invite to the home older children whose influence is the most wholesome. On the whole, however, it seems better that children of about the same age should play together regularly. They share the same interests and have the same experiences.

Please give some suggestions regarding the problem of the ONLY CHILD, especially concerning his play.

It is generally acknowledged that the problem of training the only child in the family is more difficult than that of bringing up a number of children. It does not seem to be quite wholesome for a child to be the storm center, as it were, of so much interest and affection as he arouses. On the intellectual side, his intercourse being entirely with those who are older, there is danger of his ceasing to be childlike; and because he is the only object of love, there is always peril of his becoming spoiled by self-indulgence. The only child does not usually lack in self-assertiveness or strength of will, but he is likely to be weak in

recognition of the rights of others and he finds it difficult to be a good comrade and friend. It is on the side of play especially that we have opportunity to furnish a corrective. It seems to be peculiarly necessary for the parents of the only child to maintain their own childlikeness of heart and to enter directly and somewhat regularly into the play of their little ones. Since parents cannot do this completely, especially as the children grow old enough to engage in lively outdoor sports, it becomes necessary for such parents to create an artificial social atmosphere and they must do so by bringing other children into the home atmosphere. Why does not some one suggest a society for mothers of only children and let the chief article of its constitution be that they are to arrange regularly for their children to play with one another? The meeting of such children might at first be especially quarrelsome, since each child in the group is unduly self-assertive, but it might be well for all concerned. Speaking more seriously, however, the corrective is just here. The backyard or nursery must be shared by children who are brought in frequently, and the child must work out in the mimic world of play the important virtues of unselfishness and generosity.

How can I encourage in a little child the habit of ORDERLINESS?

First, we must remember that the essential difference between the grown-up and the child is the difference in development. Without doubt the little son of whom you speak would go all day with his shoe untied without knowing it and we must admit, from his point of view, that the things he is thinking of are much more important; so we must tie his shoe and be patient. The time will come when he will be very quick to observe any irregularity in his appearance. He will be more fussy and particular than is his mother; then he will no longer be your little boy, but your very young, young man. .

In the matter of putting things away, it is well to work with the child. For instance, after a half hour's delightful play with many blocks, when the enthusiasm is gone and the game is ended, it is a heavy task to a child to put away all the material, yet

manifestly he should not be left entirely free from responsibility. But if we say, "Let us put away the blocks," they can be quite rapidly gathered to their places in the best of spirits and comradeship.

Now you wish to establish the habit of orderliness. Suppose you begin with one exhibition of it, the hanging of the hat in a particular place, and be insistent on that to a point of discipline. When you feel that you have quite achieved that feat, add another to your list, remembering always that you are dealing with a person whose development has not yet reached the point of having much interest in the orderliness and detail that is dear to your heart.

See also "Disorderliness."

ORDERLINESS. What may I do to cure my boy of his habit of leaving his things around?

In regard to the care of his belongings, a wisely ordered system of firm retribution should be tried. For instance, something like this: After a child has had the matter explained to him and a fair chance given for a change of behavior, let him understand that if he fails to do his duty some pleasure will be denied him, or that he will have to earn a certain sum to make good the loss that his neglect has caused. A certain boy was continually losing his cap. A day came when all were going to a picnic. As they were ready to start, much trouble was caused when it became known that William's cap was lost again. His father insisted quietly and firmly that that was cause sufficient for William's remaining at home, unless he could find the cap. That one experience was sufficient to make William take care of his clothes thereafter.

If children are given their own closet and hooks, their own desk and book-shelf, no matter how simple,—even if they are only packing-boxes made into furniture with the aid of cloth and paper for covering,—they develop a sense of ownership. As a consequence each child's possessions are kept separate and a due sense of care is more easily inculcated than would otherwise be possible.

How can I get my daughter who is eight years old to be more ORDERLY?

There is a period from six to twelve years when many girls are a cause of great anxiety to their mothers. Complaints regarding their lack of orderliness are continually received. Mothers ask for coöperation in getting their girls to be orderly—to keep their things picked up, to set their rooms straight, and even to keep their hands and teeth clean. Sometimes the tendency follows them into their teens, but if properly handled the older girls' pride may be appealed to successfully.

You make no mistake in wishing Alice to be thorough, obedient, truthful, and everything else that is desirable, because it is right to be so. But children rarely respond to the argument, "It is right." They must be brought around to the proper view of things by methods that appeal to them as children. Sometimes, when everything else fails, we have to use force to obtain right doing. But one doubts if it should be used except where some important issue is involved. You undoubtedly have a system of privileges and rewards in your dealings with Alice. This does not mean that you pay her for everything she does. But it is perfectly natural that a child receive more favors when she does well than when she does ill, and the tactful mother may bring things around so that something extremely pleasant hinges on the completion of tasks well done, and she may do so in such a way that it will not seem like bribing. A child of Alice's age wishes to do so many things that it will be possible to say frequently, "Yes, you may do that as soon as such and such a thing is finished and well done."

A task is lightened if the play element enters into it. I saw a father the other night get his youngster to set the nursery straight and put everything in ship-shape order by playing sailor and using all kinds of sailor slang, like, "Heave ho," "Ease away," etc. With older children, of course, his purpose would have been transparent. Still, making a game of duty and a privilege of work always brings its reward.

See also "Neatness" and "Tidiness."

How am I to convince a boy six years old that he should not be PAID for everything he does?

Perhaps as good a way as could be found to meet his problem is to enter into some arithmetical calculations with the boy, somewhat after this fashion: "Your father's salary is, let us say, \$2,000 a year. It costs us \$300 a year for rent and \$450 for groceries and meat, a considerable sum for incidentals including doctor's bills, leaving a balance, let us say, of \$500 each year. Out of the balance a sum must be spent for church, insurance, etc., so that there is about \$300 left to be divided among father, mother, and four children." Now what share of that is reasonably his? There would perhaps be \$50 for father, \$75 for mother, leaving about \$50 apiece for clothing and spending money for the children. Any normal child will readily concede that father does all that he can for the family welfare, that mother does all that she can for it, and that it behooves every child to do all that he can do for it. If he does all that he can, that small portion of the family income reasonably spread out before him as his share should be his for maintenance and pleasure. It may be that you will let him see how his share is spent for clothing and allow him his portion for pleasure in suitable allotments. I believe this method would interest and satisfy him. The money that little folks receive carelessly handed them by parents or admiring friends appears to them as one of the exigencies of fortune, "all velvet." To understand the relentless limitations of the family income not only is good instruction, but tends to remove the element of chance from the spending-money question.

See also the answer under the caption "Allowances."

Should children be PAID for doing chores?

Children should either be paid for the work they do or receive a small allowance as a part of the family funds, according as the heads of the house feel it best to work out the financial question. The aim should be to make them feel their place as partners, not pensioners, in the home.

PLAY. What entertainment is advisable for a boy of eight

for about two hours in the morning? He is not mentally capable of attending school, being below normal, and for about two hours in the morning he needs entertainment of some kind.

Is the boy interested with blocks? If so, I would suggest that he have perhaps three or four market-baskets full of blocks either uniformly brick-shaped or some brick-shaped and others much longer. With them he can build somewhat extensively. It would be better for him if at some times he could use them in connection with a sand-pile. A box of sand alone would seem childish to a boy of his age, but if he could use these blocks in an ordinary sand-pile, he could be interested to make roads and bridges and hills and lakes. Is he interested in stringing beads? Buttons of assorted size or beads of the larger size afford amusement to a certain type of child. It is possible to make beads of clay as large, for instance, as an inch in diameter. Then they can be perforated, allowed to dry in the sun, and strung. Of course there are the Hailmann kindergarten beads. Does the little boy like to plait? Braids made of three strands of material about the consistency of muslin and torn two or three inches in width make a good-sized braid such as our grandmothers used for rugs. Some children are much interested in plaiting because they can undo it and do it over again. Can the boy use blunt-pointed scissors? Scrap-books are sometimes interesting, and there are many brilliant pictures nowadays, either to be cut out and mounted or cut out in outline. Does the boy like to use tools? Little children are sometimes much interested in driving tacks into a soft pine board and then removing them and driving them in again. A bar of soap sometimes answers the place of the pine board, but for this little boy the board and tiny tack hammer are right. As a general suggestion, everything that the boy can do with his hands, if the effort be ever so slight, will be valuable to him. Plasticine is a good substitute for clay, cleaner and more easily cared for. It is probable that the child referred to would not make anything with the clay that would seem to amount to anything and it is not easy to see why the mere mixing it in his hands would be valuable; but you will find that child psychologists claim that it is so. Sometimes he will form some simple thing, which will

mark a stage in his development. The Montessori material is specially designed to help children of the kind with whom the question is concerned.

See also Mrs. Fisher's "A Montessori Mother."

How can my child have some secluded PLAY in a flat?

A certain well-beloved grandmother from the West, says *The Playground*, who knew nothing of the theories of child individuality, and wouldn't have cared if she had; out of the love she had for him, invented and built for her little grandson the most fascinating playhouse in the world, a Peter-Pan house.

Peter Pan, it will be remembered, had a house that had doors and windows, but neither walls nor roof. And that is the way the grandmother in the West built the little boy of the New York apartment a Peter-Pan house.

She had the village carpenter construct a good, stout screen, not too heavy, but still strong and firm. It was perhaps five feet high, and had three broad wings, strongly hinged. In the middle section was an opening fitted with a door, hinged of course and with a lock and key, and in the two side wings were tiny square windows with little sashes, which was really much better than if they had had glass, for if you wanted to put your head out in a hurry you didn't have to stop to open the window.

When the screen came home from the carpenter the grandmother set to work to carry out her idea of the childish ideal. In her work the wall paper man was her first assistant. The outside was papered with a simple brown, that being a good color for any house.

The little child, when it was finished, had that sense of proprietorship and seclusion that is so dear to a child and so important in helping him become an individuality of his own.

Should there be any supervision as to the kind of PLAYS our children see?

There are three kinds of plays which are especially dangerous: the problem play, the unclean play, and the "musical show." Of current plays, it is always possible for the parent to get a clear account by taking a little trouble. The Catholic Theater

Movement of New York publishes a periodical that gives a list of "white plays." The Drama League of Chicago, with branches in other cities, sends out a periodical commenting upon the new output. The humorous weekly, *Life*, is famous for its fair and intelligent analysis of the plays presented in the New York theaters. Sometimes the best daily paper in one's city publishes on Tuesday morning an ~~important~~ criticism of the plays that had their opening on Monday evening. A parent should not only know that the play is worth a child's seeing, but he should go to it with him and talk it over with him afterward. If part of the show is disgusting, the child should know that it is so from the parent's lips and why. Such knowledge and criticism will wonderfully train his own power of discrimination and by and by create a standard below which he will not wish to sink. We have opportunity to make the drama a tonic and a reënforcement to our children. Let us do so.

How shall I help my children to be more POLITE in the home?

Be especially careful about politeness yourself. Say "thank you," with a smile, whenever you have the opportunity. Say "you may" instead of "you must" as often as possible. Think of your demands a little in advance and put them in the form of suggestions rather than of orders. "Who can remember to get father's slippers when he comes home?" "Who will help mother get the supper to-night?" "Let us all play that we have company when we sit down to supper to-night and act just as though we had an honored guest present."

POLITENESS. What is the best way to get a boy of ten years to be gentlemanly to his sister at all times?

I fear that there is no method to insure the chivalrous conduct of a boy of ten at all times. A certain amount of disagreement and at times of "man-to-man conflict" between a boy and his sister seem to be a part of the perfect understanding and good fellowship of their relationship. Doubtless the boy has been taught something of the peculiar relations that arise in life from the differences in sex. Within a year or so now he should be

instructed in the most important facts of the family relationship. Such instruction will naturally make the basis for instruction in chivalry. He will then understand why he must at all times and under all circumstances be gentle and protecting toward his mother, toward all those of the feminine world because of his mother. I think that a boy may be told in a very definite way that he represents the great father world, which must shield and protect all creatures which are weak and in need, that his sister represents the great mother world, that presently she will be, more than now, in need of his superior strength and physical prowess. It is because of the real or theoretical possibility of motherhood that he must never raise his hand in violence against any woman. Stories of knighthood, such as Miss Harrison's "How Cedric Became a Knight," will interest the little boy and gradually he may be prepared for the sentiments that will naturally spring into being when the period of adolescence is upon him. But these sentiments will be a development and there is, psychologically, no difference between the ten-year-old boy and girl. He will, of course, be able to imitate the manners that he sees in those about him. If his father shows deference to women, particularly to the women of his own household, it will be natural for the boy to have its form, too, even before his changed nervous organism makes him understand the emotions that find such expression. A certain training in proper forms, such as the lifting of the hat, standing in the presence of elders, and readily performing simple services for women and girls have their place and effect, but one must wait patiently for the passing of years to insure the sentiment and its expression that will make a boy always chivalrous to his own sister.

Should a mother tell her child that she is PRETTY?

There might be a case where it would be well to do so, but ordinarily she should not be told. There is such a thing as discouraging a child, however. I know of such a case: the child was a boy and truly a handsome child; fearing that he might become vain his mother became critical of his appearance. One day the boy was found looking in the glass with a most despair-

ing expression. When asked what was the matter he said, "Oh, Mother, I just hate my face." She had gone too far along the right (?) way. Teach a child that beauty is goodness and that it is right to wish to be, and to be, beautiful. Teach her, too, that a face should have "sweet records, promises as sweet."

What is the best way to PUNISH a very nervous little girl?

It sometimes seems best to chastise a child of very nervous temperament as soon as punishment is absolutely required. That is, without any great amount of scolding or upbraiding simply to spank briskly and cheerfully, if it must be done. Such a child may sometimes be corrected by a system of credits for good behavior or demerits for bad behavior. If that system is sufficient stimulus, of course, it is much better than giving pain. The age of the child referred to is not mentioned, but after children have passed the little-child stage, being deprived of dessert at the table is sometimes effective.

What shall be done with a child who, when he is PUNISHED, does not wish to see or speak to the person who has punished him?

His attitude may be owing to a certain sense of injustice on his part regarding the particular punishment. In such a case, it is of course necessary that the mother consider very carefully as to whether her own attitude in the matter has been thoughtful and wise. Children take different kinds of punishment in different ways. There are children that are made stubborn and revengeful by corporal punishment and for whom it is absolutely the worst kind of reproof. There are a few who seem to need correction by that means, though even in such cases there is often room for doubt as to whether an apparent cure is genuine and from the heart. The feeling of alienation is sometimes an indication of a strong will, for which the mother should be very thankful.

Whether the injustice is real or imaginary, the child must be immersed in an atmosphere of sunshine in which it is impossible for him long to cover himself with clouds. Rarely is it wise for us to give him the strong tonic of our vigorous and natural

expression of annoyance at his conduct. He should be given such constant and attractive occupation that he shall have no time for self-indulgence. By that means we may awaken the child to the beauty of cheerfulness and the joy of being helpful to others. We must also, as Edward Howard Griggs declares, appeal to his ambition for self-mastery, welcoming and encouraging the slightest effort he makes to conquer himself. We should make him see that his fits of temper unfit him for living happily and helpfully with others. There are times when we may send the child off alone to fight out his problem, provided we can win him to accept his temporary isolation, not as a resented punishment, but as an opportunity to get control of himself.

Try having him judge himself. Children have a keen sense of justice. Explain to the child that he has done wrong, that wrong-doing always brings its punishment, and that punishment is sometimes necessary to help us remember. Ask him what punishment will help him most. Let him see always how much it grieves you to punish him.

What shall I do to keep Edgar and Robert (brothers) from QUARRELING all the time?

There are several causes for quarreling. Children quarrel because they have not learned self-control. When a child does not have sleep enough, when his digestion is upset, he will probably feel like fighting. One way to prevent quarreling is to have children at their best physically. Children quarrel because they do not know any better way to get what they want. We may be as willful as they, but we have learned by experience the beauties of reasonable argument, of tact, of give and take. We must teach the child that quarreling is a poor method even for gaining his own ends and then show him a better one. Children quarrel not only because they are selfish and nervous, but because they are unjust and unfair. If we ever find it wise to intervene in a quarrel, our safest method is by endeavoring to arbitrate in favor of justice. Even a bully will often appreciate that method. We have to acknowledge that quarreling, though disagreeable, is not only inevitable, but, in a measure, whole-

some. "Much ordinary quarreling of children," says Mrs. Hallam, "disagreeable as it is for the parents, is physically healthy for the children. It is stimulating for both mind and body. So, while we agree with the old song,

"Your little hands were never made
To scratch each other's eyes,"

we still recognize the fact that in a family of energetic children there will be lively tilts, and many of them.

"When two children of the same age, and especially of the same sex, are together most of the time and do not quarrel, the probability is that one of them is the master. How much of this kind of companionship is the best thing for either party is a subject to which the mother should give her thoughtful attention."

Sometimes it is helpful for the parent to offer her services as arbitrator in the quarrel. St. John says, "To make a confidant of a friend eases one's feelings. Hence the parent should never refuse to hear the child's side of the quarrel. Simply telling of it tends to relieve the situation. Confession is good for the soul, and there are no dangers in this kind of confessional."

Mr. Ernest H. Abbott found, however, that interfering in a quarrel often encouraged one child in an annoying mode of complaint and suggested to others a noisy mode of avoiding judgment.

"How can children experiment with the principles with which their elders have tried to endow them, except upon those occasions when those didactic elders do not interfere? How, on the other hand, can those same elders see what effect their precepts have had, unless the children can begin a quarrel on the chance that they may end it themselves? Deliberately to determine not to interfere in a children's quarrel comes not of grace but of labor. Any one can lapse into indifference as to the merits of a dispute between two youngsters, but only one who has come through affliction to self-control can at the same time maintain an acute interest in the triumph of the just cause and keep his hands off. The virtue of non-interference is not a gift, it is an

achievement." Mr. Abbott's conviction is that, where a quarrel does not involve an actual coming to blows, when we start out to suppress it we should do so remembering that we are going to deal not with the quarrel, but with the noise. "We may not be able to persuade the contestants of the existence of nerves, or headaches, or creditors, or neighbors, or even of our own reasonableness; but we shall at least probably succeed in conveying to them the genuineness of this single idea that is uppermost in our own mind: 'If you can't quarrel quietly, you shall not quarrel at all.'"

You have written that Edgar and Robert do not understand each other, and often quarrel, though not inclined to quarrel with their mates. They may have very opposing temperaments and strike fire unintentionally. Try to shame them out of their habit. For instance, if you think that it will work, make a big sign lettered on cotton cloth or even on the cover of a big, white pasteboard box:

"Let dogs delight to bark and bite
For 'tis their nature too—
Bowser and Towser are at it again!
What's the matter now?"

The sign may be shown them, or hung up in the room and pointed to, whenever fresh trouble occurs between them.

See also "Anger" in the Outlines.

Should I answer all my child's QUESTIONS?

You cannot expect to instruct your child in advance on all the information that he will need during the remainder of his life. Is it not more important to give him a method by means of which he can find out for himself what he will want to know? Try to bear that suggestion in mind, especially if you suspect that your child is getting into the habit of asking thoughtless questions simply for the sake of "making talk."

QUIET. By the time this letter reaches you the vacation days will be pretty well over, and then the strenuous life of the school season will be opening. Why then talk of "drinking deep of

rest"? Why emphasize the "Quiet Room"? "There is no rest; there is no quiet for the mother of a family of growing children!"

Where is the real building created—in the noise and dust of the quarry, under the blows of the workman's hammer, or in the quiet of the architect's office, as with careful measurement and exact planning he lines his thought to completion? Where is the real battle fought—in the din and smoke of the field, or in the quiet of the general's quarters, where with map and compass he plans the campaign and glimpses a vision of the victory toward which he is striving? "Ah," you say, "but the general and his troops, the master builder and the workmen must labor together or there will be no results." True, but it was the thought and planning in quietness, apart from the struggle and effort of achievement, that gave stability and clearness of vision to the workers in the "heat of the day."

If any one were to ask what is the greatest need of the family life of our day, I should answer without one instant's hesitation: "Quiet—some 'quiet time,' some 'quiet place'—into which each one can go each day if possible, and stop—be still and know." "And now," you cry out, "here comes our sermon!" Call it that if you will, dear friend, but it must be said, even at the risk of sermonizing, that the souls of our people are starved. No wonder that mothers are haggard and overwrought, and bewildered; no wonder our little children are restless, or as the well-known comment of many a letter runs, "singularly nervous."

From the seashore and the hills, from the woods and the open fields, the movement of the great army of returning vacationists can be felt. You are one of them; you face the coming season with the full knowledge of the almost continuous demands that its activities will make upon you. How are you going to meet those demands? Are your days to be weak, unfruitful, filled with exertion, yet never arriving? Or are they to be days of power? Power that will equal your tasks? We long for the Power, but we refuse to make the effort to lay hold of it. Make the effort during this coming year, as you have never made it before.

If you cannot have the Quiet Room, as many homes cannot, see to it, at least, that you have the Quiet Hour each day. Enter into the silence and look to your Father in Heaven with the same faith and confidence with which your own children look to you; breathe out your problems and perplexities, cares and worries, and then quietly wait on Him. Believe me, my friend, that no other one thing will give you such strength and power as the Quiet Hour will give, and that no one will be quicker to catch the atmosphere of peace it will bring to your household than the little children who are yours to train and guide.

Do not throw this letter aside dubbing it as old-fashioned Quaker doctrine, or new-fashioned Christian Science doctrine, or "doctrine" of any kind. It is not a matter of doctrine, this learning to draw upon a Power outside ourselves; it is a fundamental principle of life, an answer to the cry of every soul born into the world. If only the mothers of our land were claiming their privilege in this particular, how soon the children everywhere would respond to its influence.

The need above all other needs in the home life of America today is the need of the realization of the power of the spiritual forces at hand, unused because the avenues of our spirit are clogged. Slip into your Quiet Room when your heart is hot and restless and filled with wondering care, and bathe your spirit in the Infinite. The world will be a new world to you when you come out, and the Power will be a reality as you whisper to yourself, "God cares."

Try the Quiet Hour, persevere in it; it is all an open secret; you cannot learn by talking about it, you can learn only by keeping it.

How is READING taught to beginners?

There are various methods of teaching children to read. They come in waves or as fads, changing as styles do in the fashion world, and their advocates contend for them as zealots do for their creeds.

1. A child may learn to read by getting the alphabet and then forming words from its elements, or he may learn the phonetic

value of the letters and then build syllables and words accordingly. This is a synthetic process, a putting together.

2. If you draw a circle, make eyes and nose and mouth within it and surmount it by two small triangles, a child will call it a "cat" or, properly speaking, the picture of a cat. If you show him the written or printed word and tell him that that's another way to make people think of a cat—another sign, if you like, which means cat—he sees the word as a picture just as he saw the other picture, and he learns the word picture. The method just described is called the word method. The child will have little difficulty in acquiring a large vocabulary of such sign words and will learn to read easily and well without knowing his letters or how to spell. As he gets better acquainted with a word he will become aware that it has three parts, and as he draws the word in the written form he will learn to "cross the 't,'" to "make the 'e' almost round" and will learn other things about forming "e." In other words, he will learn to take his word to pieces, to analyze it, to get his letters and their phonetic values later. The method is analytic. The sentence method, so-called, uses a simple sentence after this same manner.

The superintendent of a school usually decides upon what particular plan shall be followed in teaching pupils to read. Probably most schools to-day use a combination of the analytic and synthetic methods. Much of the difficulty that the child has in learning to read comes from the fact that he is allowed to establish neither mental process sufficiently before he is given the reverse. That is all right for bright folks, but hard for the dull. It is possible at an early age to distinguish which way is easier for a child, and perhaps sometime when we teach children to sing and play and do several kinds of work before we begin the process of reading, we shall separate the little folks who find it easiest to "build up," from the others who take things best as wholes. If a child's maturity is such that he is ready to learn to read, the detail of method is not very important. If, however, we are forcing him beyond his needs or desires, the exact way in which we proceed makes a great difference with his attainment.

Look also under "Reading" in the Outlines.

of parents, but as they grow older nearly all children should learn how to study by themselves where there are no interrupting sights and sounds.

The room is needed as a workshop also. The child is a creator as well as a student, and he needs a place where he can do his little tinkering without being criticised or supervised.

The room is needed as a place for storing collections and hoards. "We ought," says one of our writers, "to watch with careful concern the first tendencies of the child to gather articles that seem to him precious. From a very early period there should be a box or shelf or room where such treasures may be safely accumulated. We can very much help the child to make his collecting instinct of educational value, by calling attention, on walks in the country or through stores or in museums, to articles that are curious and worthy of study. One of its best values as the collecting instinct grows more potent is its relationship to handicraft. By it the child is encouraged to manufacture home-made cases, shelves, and aquaria, or apparatus for catching and preserving insects or other living things." Hodge's "Nature Study and Life" is an invaluable book for parents, to show what the possibilities in this direction are.

His own room is needed, too, as a place where the child may express his sense of beauty. It may seem to the parent that the pennants and gay-colored posters upon his walls are not beautiful, but they show a striving toward beauty, though conventional and imitative. To give a child a rare and beautiful picture will tend, when that picture is placed, to mitigate the lack of taste already expressed on the walls.

The child's room is a place wherein he may have responsibility. Every privilege carries with it some responsibility, and the child who crowds his room with many articles should be obliged to take care of them and see that they are kept neat and in order. His sense of proprietorship may be taken advantage of to make him proud to do so. In some families there is a weekly or an irregular inspection of the child's room by his father, which has a wholesome effect.

The room is needed as a place for extending hospitality also. Strange children are often shy in our homes, no matter how

hard we adults try to be pleasant. There is instant relaxation when a stranger is allowed to go upstairs into a child's room. One mother found that there was no pleasanter way by which she could help provide for her son's Sunday afternoons than by allowing him to bring in his chum. She furnished a simple supper, which the boys placed upon two trays, and carried off with them into the room above. The "cafeteria" style of serving was just informal enough to be pleasant.

How shall I keep my little fellow from RUNNING AWAY?

Those who have studied children tell us that there are at least two truancy periods in the life of the little child. The first comes usually anywhere between the second and third year. The cause of early truancy is usually in the awakening instinct of curiosity. "The world is so full of a number of things" that the child wishes to go where they are. Perhaps he follows the departing milk-wagon or the neighbor's child, or goes out alone to explore what is outside his gate. Unfortunately, such running-away is usually dangerous, and the problem is to keep the little one out of danger.

If the child has already developed a strong will and has disobeyed a command to stay inside the gate, after his mother is very sure that he has understood the command, then it is well to repeat it with the promise that if the child goes outside without permission he shall be brought back and tied with a rope inside the gate like a little calf. Perhaps the mother may surely tie him beforehand for a minute to show him how unpleasant it is to be "tied up." Some mothers advise that, after showing him what will be done, the child should be allowed to escape for a short distance at once, and then promptly be tied, so that he will make his own choice as to whether or not he will obey. Apparently corporal punishment is not to be suggested for running away. The instinct actually is a hopeful one; it shows a desire to discover, to learn about things. The necessity is to keep it within bounds. A second good method is for the child to play that he is a soldier, and, after it has been explained to him that soldiers always obey the commands of their superior officers, he may be given a sword and cap and allowed to parade.

up and down within the limits of his playground. He is to take himself in hand and see that he goes no farther. Still more important is it that the curiosity-instinct back of the running-away habit should be satisfied. In appropriate ways, when the child begins to want to run away, provide him with more suggestive playthings to use in the yard. Invite his little playmates into the yard and house, so that he will not have an excuse to get away to play with them. Take him out a little yourself into the world he longs to know, so that he may not always feel that he is in restraint.

What are some of the educational games that may be played with the SAND-PILE?

A child may learn a good deal about geography with the sand-pile. He may begin by taking small pine blocks from a carpenter's shop and learning what a village is like by building side-walks, porches, and houses. Next, with his mother's help, he may learn how to lay out rivers, valleys, mountain-ranges, and tiny villages, using pebbles for houses and twigs for trees. Starting all over again, the mother may help the child to create a set of dolls representing different nationalities. The little Indian doll, for example, may live in a brown cotton wigwam. The Eskimo doll lives in a hut of "snow," and the Dutch doll lives beside a sand canal, the banks of which are bordered with paper tulips. The houses of the different nationalities could be made roughly from paper.

The SANTA CLAUS question.

The question about Santa Claus interests us. He is having a rather troublesome time in these days of electric lights, hot-air furnaces, steam-heat, trolley-cars, steam engines, automobiles, and air-ships. This is a scientific age, and it is pretty difficult to make Santa Claus a reality in the old-fashioned way. Still, let us hope that the Santa Claus spirit will never die. It is easy to keep it alive among young children, even in the matter-of-fact world of to-day, because the young child lives in the realm of romance. There's a time when he loves to imagine himself as doing tremendous deeds. I have in mind a little fellow who slays his thousands, chops off heads by the scores; he sees trees

as high as the skies; he travels enormous distances; he lives in the land of giants and seven-league boots. In the ordinary child there seems to be a craving that can be satisfied only by romance.

As a child grows older he naturally becomes more skeptical, and even in a less realistic world than this of the present day, he would eventually discount Santa Claus, though he might do it a little later than the modern boy does. I think that children can still revel in stories of Santa Claus, provided the light of imagination plays brightly upon them.

Let us not try to explain Santa Claus. Let us not try to make him logical. Let us not try to make him an ordinary mortal like ourselves. Keep him the driver of aerial reindeer, the magic artisan that makes toys for all the children of the world. He is such a wizard as can assume a thousand shapes of friendliness and goodness. Most young children cannot resist a description like this, however skeptical they may be.

I think that older people who wish to keep alive the idea of Santa Claus spoil the conception of him by trying to adapt him to everyday life, by trying to explain him by subterfuge. No child with a spark of childhood in him will jeer at the story of Santa Claus if he is kept where he ought to be, in the land of romance and poetry. In all the stories of Santa Claus should there not be a background suggestion something like this: That long ago when folks wanted to talk about lovely things that were hard to explain, it was more easy to understand them if they put them in the shape of fairies. If they wanted to talk about strong men who could do things, it was more easy to understand if they talked about giants. If they wanted to talk about the spirit of jolly, kindly, universal giving, they made themselves more easily understood if they created a personality—wondrous, magical, lavish—sometimes called Santa Claus, sometimes called Kris Kringle.

How shall I interest boy just fourteen in last semester of eighth grade SCHOOL work? Good health, fair mind, professional father, has been average pupil. Must be helped without teacher—antagonistic, fault both sides. Critical, as high school and college will follow.

The solution of this problem seems to be to ignore the defects of the present teacher, and place before the boy so many fine and attractive things about the high school that he will insensibly look forward with eagerness toward the next step in his education. An interest in athletics carries many boys over high-school days. Might you not bring to your home one of the popular teachers of the high school and get the boy enthusiastic about high-school life? Perhaps it would be still better to invite in some wholesome student, already in the high school, who would call out your boy's latent athletic abilities or other talents, and try to win him to a desire to enter into high-school life. In Beloit you have a peculiar opportunity of using the college atmosphere and college students as an incentive to higher education. Still another approach is for the boy's father to take him to visit various industries, thus stimulating him to some especial choice as to his future calling, and then quietly to drop the thought that only by getting a good education can his aims be accomplished.

How can a child be made to take more interest in his SCHOOL work?

In the first place, I would visit the school, not only once, but repeatedly, and enter into friendly relations with the teacher, both to discover the causes for this lack of interest and to give practical help. The probability is that two suggestions will be made; one, that you insist that the child understand a certain study. The probability is that he dislikes it because he does not understand it. The other is one which, even if it is not suggested, it would be well to adopt: namely, that story-telling and reading be related to his school work. For instance, in connection with history, have him read good hero-tales and stock his mind with historical characters and events.

What shall I do to prevent my boy from leaving SCHOOL?

The first thing to do is to find out why he wishes to leave school. There are three very common reasons for such a wish. One is the desire to be independent. The boy has already found that school means work and that work interferes with pleasure and

amusement. Another is that the boy is beginning to feel the possibilities that are his as an earner of wages. But the strongest stimulus of all comes in a boy's awakening interest in girls. He wants to earn wages chiefly that he may spend some of the money earned in giving the girls a good time. Having a good time with the girls demands a supply of money that few boys in school have at their disposal.

Now you must not let your boy take the responsibility of a foolish decision upon the point under consideration. Some parents say complacently, "Frank doesn't seem to like school and he might just as well be earning something." It is a relief also to such parents to come to the end of the drain upon their pocket-book which Frank's clothes and amusements have entailed. The father is rather proud to see the boy start so early to make his own way. When parents wish to keep their boy in school, it is sometimes impossible to use compulsion in dealing with him and it would sometimes be unwise to do so. It may be that Frank temporarily recognizes that by becoming a sooty-faced apprentice he is going to start on the road to the calling for which he is best fitted. Where the reasons are simply those indicated above, namely, the desire for independence and for spending-money, the parent may often tide over the dangerous period by increasing the boy's allowance, while making him responsible for all his expenditures and giving him a larger measure of general responsibility. A year or two longer in school may sober the boy and make him willing to wait patiently until he has discovered his own place in the world and taken time to get ready for it.

How may we help a SELFISH girl of sixteen?

The problem of selfishness is a very complicated one. The vice is, as we all know, universal, even among us who are adults. Sometimes the problem is rendered especially difficult because it concerns an only child who has few opportunities to share with other children, and is likely to be spoiled by over-indulgence. In the case of a girl of sixteen who is finding herself, selfishness is partly a form of shyness, sometimes it is partly indolence incidental to rapid growth, together with the disposi-

tion to be selfish, and it usually is partly an unwillingness to take trouble and to be generous. At the age of sixteen comes a strong idealizing and hero-worshiping tendency. Hardly a girl of that age can be found who does not passionately admire some other person. The problem of unselfishness, then, resolves itself partly into trying to find a generous, unselfish personality in life and in literature for the girl to admire. Unselfishness may also be cultivated by bringing the girl into contact with cases of real misery, thus calling forth her tenderness. Especially if she can be interested in little children, the maternal instinct, which is unselfish, will be encouraged. Let us remember that the question of selfishness cannot be solved all at once, that solving it is a process.

How can SELFISHNESS in a child be cured?

Selfishness, like shyness, must be outgrown, but unlike shyness it will probably never be entirely outgrown. Example is very important in the attempted cure: if a child sees other members of the family yielding to and considering one another, he has perhaps the best incentive to generosity. It is usually the only child who is selfish, but not always. It is impossible to bring a child to the sharing of his life and his possessions without companions. Where there are brothers and sisters or frequent associations with other children of about the same age, it is hardly true to say that children are selfish. But the life that necessarily comes to the child restricted in his associations with his peers, brings about normal habits of thought and action, which usually result in what we call "selfishness." To cure those habits give a child companions of his own age, to lead him, if possible, to share with others in order that he may enjoy being with them. Sometimes it is even necessary to insist upon a child's sharing. As soon, however, as he has yielded in the particular instance, he will find that to give pleasure to another is a pleasurable experience; then part of the battle against selfishness is won.

Emma Goldman once answered a question regarding selfishness in an interesting way. A mother asked her what she should do with her little girl who desired at the close of school to bring

all the children in the neighborhood in to share her after-school luncheon (apple or cooky). The mother added, "I can hardly afford to feed them all." Without a moment's hesitation, Miss Goldman said, "Give to her the number of apples or cookies you feel that you can spare and help her divide them equally among the friends she has with her."

How may we best break a child of six of SELFISHNESS?

A child of the age of six simply has not yet come to the point of understanding that her little brother or sister or playmate wishes the toys as much as she does herself. It is a failure on her part to have the necessary knowledge and interest. Her condition becomes one of selfishness only when it is evident that the child wishes to deprive another of good.

Endeavor to impress on the child's mind the fact that her baby sister would enjoy her cards and playthings, and appeal to her desire to see the little baby happy. If she is lacking in imagination it will be more difficult for her to see that the baby too wishes things; she will be inclined to think only of self. Plan little ways in which she may give pleasure to other children. The cure for selfishness is largely a matter of getting into right relations and learning the lesson that comes to us in one form or another all along the journey of life—that of adapting ourselves to our surroundings and learning to consider the need and pleasure of others.

A child should hardly be *made* to share his toys, but he should be made *willing* to do so; the rest is easy. Willingness to share requires patient teaching. Very often if the toys of a child are taken from him and given to another, it makes him resentful and bitter, and the unselfish spirit that we wish to cultivate is not acquired. On the other hand, if an older child is trained to love and care for one younger in a spirit of real affection, the matter of dividing things will not be a question for the two will share because of their mutual pleasure in doing so.

Will you suggest some informal methods of SENSE TRAINING?

I have been reading in a leaflet furnished by Cornell University for farm boys and girls some practical suggestions about getting into Nature's wonderland. They are just in line with some plans of my own. At New Year's I bought a new kind of diary, not for books read, or for social and business events, but for putting down what I noted in Nature. I marked the last snowstorm and the first crocus, and our entire family watched for the earliest arrivals in our bird chorus.

So let me suggest ways by means of which we may enter a wonderland this coming summer, through our five senses.

THINGS TO SEE. There are sunrises, for instance. Did you ever look at a month of them in succession? One of our writers says: "A man is always carried quite out of himself when he first discovers sunrises." A sunrise is the most beautiful event in any day, except a sunset. Notice what the sunrise reveals in the sky, in the fields, in the distant trees, in the life about you.

Or, try sunsets. Note their different colors and what causes differences in them. How do sunset differ from sunrise colors? How does a sunset that fades into moonlight differ from one that fades into a starlit night?

Or, consider birds. How many birds that are smaller than a sparrow are you able to recognize? I know a bird-lover of fifteen years' standing who has never seen a wren. Have you?

"Perfect color is rest of heart," said Richard Jefferies. How many greens have you seen in the fields? When are shadows purple? What blue flowers do you know? What did Jefferies mean again when he said, "There is no saint like the sky, sunlight shining from its face"?

THINGS TO HEAR. The Cornell writer says, "Listen to the early morning sounds. Sound gives to some persons as much joy as does sight." Near my house there are beautiful college chimes. On some days I do not hear them. Why do I not hear them always? How many bird notes do you know? Do you distinguish regularly the cricket, the katydids, the wind in the pines, the rain on the roof? Have you marked your pleasure in persons who speak in low, sweet tones?

THINGS TO FEEL. Try to seek out things that give pleasure

to the touch, such as cool moss in the woods, soft plumage and fur, rain in the face, clean things.

THINGS TO TASTE. Do you know good bread-and-butter (and how to make it)? Can you discriminate the brands of apples by their taste? Have you noted the differences in water?

THINGS TO SMELL. I am told that Helen Keller takes as much pleasure in her sense of smell as we do in our sight. Have you noticed that gardens are more fragrant by night than by day? Do you know that a buckwheat field has an odor? Can you distinguish lilacs from syringas without seeing them?

Through such doors we shall come at length, to quote Jefferies once more, up "all the living staircase of the spring, step by step to the great gallery of the summer."

What kind of play is good for a SENSITIVE child?

A sensitive child should be interested in plays of imagination and in wholesome dramatizing; in fact, anything which will assist him to forget himself will be good for him. A systematic effort to develop a strong body harmoniously will be good for him, and will aid in his self-assertion; at the same time it will help him to be less sensitive and easily hurt.

Mrs. Patch's "The Sensitive Child" may help you.

What would you suggest to cure a young girl of a SENSITIVE, disagreeable disposition?

Some wise man has said that character is a by-product of service. Endeavor to have the girl become interested in doing some service for another. Do not be satisfied with the simple requirement of ordinary filial or domestic duties. Because of their nearness, those duties may seem to her colorless. Try to interest her in an outside problem, the making of a dress for a child that needs it, or saving her spending money for its shoes, or carrying flowers to a hospital. Most young girls are interested in wee babies and almost every community has some organized effort by which babies in need of garments may be supplied. To become less sensitive it is necessary to think less of self; moreover, to do for others is to become in the main agreeable.

The young girl referred to in the question is probably troubled by what some one has called "ingrowing thoughts."

How shall I help a SENSITIVE child?

The sensitive child usually thinks too much about herself. If we encourage her to feel a responsibility for the happiness of others and to determine never to allow a guest to come into the house without doing her full share toward making her have a good time, the child will be in the way of never feeling snubbed or neglected. If she comes into personal contact with persons who are themselves unselfish, she will early learn to imitate them. Children that are rugged and in every way healthy-minded are excellent companions for such a child, whose consciousness is ingrowing.

Why is SEX EDUCATION apparently very ineffective?

In sex education emphasis, so far, has been almost entirely upon fear and knowledge. The contention has been that if young people could know enough about the perils of immorality they would keep moral. There has been the expectation, not felt regarding any other subject, of a sanctifying effect from mere information. Several facts seem to be forgotten. The sex life of men and women is fully as much a thing of the imagination as of the body. The fact that some one usually faints during an address on the facts of sex life shows how powerfully the relation of them works upon the imagination. That almost no one studies the subject without becoming morbid upon it, is further testimony in the same direction. It also seems to be forgotten that there is a very deep difference between the attitude of men and of women toward the matter. Young men are differently affected by fear than are young women. It is pretty hard to scare a boy, and his fears in this matter are quite likely to yield to curiosity. The sense of moral horror of sin is much less acute with boys than with girls. The atmosphere which surrounds young men is very different from that which surrounds young women. Young women live in an unreal and protected atmosphere, but young men go forth into a world of masculine sex ideas, which are, to say the least, gross and often

positively shameful. The teaching of sex as recommended by some seems deliberately to neglect the opportunity for idealism. A little boy, after being told of the origin of life, exclaimed, "Why, we are born just like the animals, aren't we?" Physically, that statement may be true, but the wonder, the mystery, the beauty and the love hidden in human birth find no expression in it.

We are learning every day that a pure life depends even more than we had supposed upon moral forces. Father Tierney created a sensation at the last Conference of the American Federation for Sex Hygiene when he insisted that the result of sex instruction is "better sanitation, not more morality; a race of hygienists, not a galaxy of saints," and he stated further, "God, not hygiene, is the supreme need of the hour." Not all agree with the entire Catholic theory upon the matter, but no one can fail to be impressed with the thesis which the Catholic church upholds, namely, the truth stated by Professor William James, that sensuous images must be combated by ideals that lie beyond the intellect. We have a practical reënforcement in entering upon this work in the well known fact that the new experiences of adolescence are affected by new and strong moral impulses, and that a boy who cannot be scared into decent living may perhaps refrain from a stained experience when he knows that perchance it will unfit him for the capacity of being a father. In other words, when the selfish appeal to terror is not effective with the boy, the idea of retaining his capacity to serve may be. The sex life is part ethical as well as physical, and it is time for us to add to the two familiar terms, sex instruction and sex hygiene, the third, which is the greatest of all, sex idealism.

Some practical applications suggest themselves. There is an organization for boys called the Knights of King Arthur in which the aim is a chivalrous attitude toward women, which comes as an unconscious outgrowth of the finest stories of mediæval knighthood. Would that the world were more full of organizations that aim toward purity, not by lectures by so-called "specialists" or by horrifying literature, but by contact with chivalry. There is perhaps more help toward pure living in a well-ordered home where a deferential relationship between

boys and their mothers and sisters has been constantly practiced from the earliest years. After all our efforts at solving this problem through the school and the church, our only permanent hope is in the home. Every unclean man was once in the keeping of a pure woman—his mother. That fact makes the mother responsible. Every bad man once had the example of a father from whom he was entitled to receive both instruction and example. There are few boys who have received both who are in much need of public instruction or of personal reclamation.

The child that SHIRKS.

The child that shirks, or at least is accused of shirking, usually does so because he has no real interest in the work set before him. The often-repeated statement that the child is yet in the semi-barbaric state must be urged as the one reason for his lack of interest in perfect execution. His home is, to be sure, his own and in it he has certain vital concerns; for instance, it is not difficult to get a girl to work hard to decorate the rooms with flowers or trailing vines, but it may be extremely difficult to interest her in dusting properly. The ordinary, normal girl does not know that things need dusting. That is a power of perception which comes with womanhood. It is not difficult to get her to set the table in a crude way, but sometimes very trying to have her reach the exactness and precision that a dainty mother demands. To her such exactness is all fussiness. As a matter of doing her part she will, as a distressed mother says, "about half wash the dishes." It is very difficult to obtain from her the perfect execution that the tidy housewife requires when the work is properly "done up."

Proper execution is not a matter of being told. If it were, the girl would undoubtedly have acquired it. It is a matter of realizing from the point of interest that the thing should be done right. Proper execution is a part of the mother's life at this time, her dearest self-expression. It is not so to the girl. She wishes to get through her work and get out to play; that is, to do something that really is her self-expression.

Because of the facts enumerated, it is sometimes necessary to build up extra incentives in order to get what we want in the

way of help from children, to stimulate them to the required concentration and persistence. That is sometimes done by giving definite sums of money for certain duties and often by giving added pleasure. But perhaps the wisest incentive to furnish is the looking forward to some pleasure which may be shared by all the family. And perhaps the greatest help toward improved results is for the mother to infuse a happy spirit of partnership and to share her own joy in getting things done right with the children as they work together, always remembering that, in the main, the duties imposed care for the comfort and convenience of the adult primarily and that they cannot seem necessary from the standpoint of the child.

What shall I do with a boy who wishes to SHOW OFF?

“Showing off” is indeed a serious fault, for it is one which often stays with a person throughout life. Persistently keep before a child the value of real worth, explain that it never parades itself before the world, but is always unassuming, give him some good examples of true humility in the lives of our finest men—Abraham Lincoln for instance—showing their gentleness, quietness, self-poise, and greatness. One case of showing off, that of a boy of fourteen, was effectively cured by the receipt of a post-card sent as a joke to him. It read,

“To those who run and listen
This lesson may appeal;
The steam that blows a whistle
Will never turn a wheel.”

This stanza proved better than many sermons.

What shall I do with my small boy who likes to SHOW OFF?

The trouble often is that the child does not have enough appreciation at home. As soon as he goes away he finds that appreciation is readily given him by strangers. If he were noticed and praised more in the house, he would probably be less exuberant when he visits. A child desires attention. Of course, on the other hand, it may be that the child has too much attention at home; his little tricks have been praised there so often that he wishes the pleasure of trying them upon persons outside.

We must remember that the trait under discussion is not necessarily so annoying to others as to ourselves. Perhaps he actually has something to contribute to the company in which he is, and it is quite probable that after he has said his little say he will subside and give the rest a chance.

What shall I do with the boy who wishes to SHOW OFF?

It is hard to answer the question without knowing the age of the boy. If he is fourteen or so he is possibly climbing "fool's hill" and will cease to show off when he stumbles and measures his length (is ridiculed by his companions). If he is younger he may be helped by telling him that if he must be conspicuous he must learn to do things worth while, and then set him to work to master something creditable, such as raising a good garden, building an article that is of value or that is beautiful. He may learn by such attempts that after all he does not possess a skill or knowledge worthy of display.

What shall we do with a child that likes to SHOW OFF?

The child that would "show off" is doubtless a little spoiled and has a mistaken idea of his own importance. His ambition to have a central place upon the stage nevertheless probably indicates some power which is not now utilized and possibly some ability which, if recognized and directed, may be made an asset not only to him but to his family. It may be best to teach such a child something which he can do well, a little song, a clever verse to recite, or, if his ambitions are athletic, to let him do some stunt really difficult and clever. When there are guests arrange a little time when he may do his part in the entertaining. That will give expression to his power, give him the moment's attention that he craves. The ordinary child would then be willing to subside into an inconspicuous place. A very active child may sometimes be given a little service to perform, which helps to work off energy and ease the parents' problem. At the table for instance, he may serve the butter; under other circumstances he may show guests to their rooms. He may, in short, perform any useful part. The methods described dignify the boy and give him a chance to be helpful.

How shall I teach my three-year-old baby not to SLAP when she is provoked?

There are perhaps two methods by which you may correct your little child. The first would be the mechanical, drastic way of punishing her hands when she uses them to slap and doing so invariably until she learns to associate pain with her emotion of anger and tries to control herself to avoid the pain. Another means, which is better, is to make it possible that the child strike some inanimate thing with her hands, and thus get some self-inflicted pain. This latter method, which you doubtless can use, is recommended. Moreover, when she is angry and slaps, take her little hands in yours, look very seriously at her and talk to her, or even merely look at her, shaking your head. It is not what you say that counts; your manner and what you feel will be communicated to her. With a child of the age noted it seems that persistently preventing her from striking and showing her your sorrow and disapproval when she does so should win out after awhile.

Please tell me the best way to break my child's habit of wishing Mother to lie down by her, to get her to SLEEP. The child's age is three years.

One is tempted to answer, that if the little girl is an only child and it is possible for you to allow the habit, do not break her of it. She will be a little child and want you thus only a little while. A really wise and scientific advisor would say that she should never have gotten into her habit—that you should never have gone to her at the sleepy time after she was in her bed; but like all scientific regulations, that is a good plan when it works; but very often it does not work. Now, if you feel that you must break the child's habit, try telling her a favorite story and letting her know that as soon as it is over you will go away; or sing a song with the understanding that you are to go away when it is finished. If you develop a good sleepy-time story that has considerable repetition in it, she will be about through with the day by the time the story is completed. If she should insist on your staying with her after you have told the story, then you must, on the next occasion, withhold the

story. Make the story the price of your going away. The child is at the time when she will very soon yield to the charm of the story. It may help you to cure her habit if you can find why she is so anxious to have you stay. Is she afraid? Has she played too hard before she goes to bed? Has her supper been too heavy? Is the place in which she is put to sleep well ventilated and quiet? Is it, possibly, the reënforcement of the physical contact with the mother, which the nervous child enjoys and perhaps needs, which makes her cling to you? Sometimes, one has to contend with the wish of the spoiled child to dominate and have its way. If you know which, if any, of the causes enumerated are at the bottom of her clinging demands, you will be able to act more intelligently in overcoming your little girl's habit.

Inquiry about mechanical restraint during the SLEEPING periods.

In the first place, be careful not to make the mistake of having the room too warm, then put the child into his teddy-bear suit, a little union garment with feet. Fold the bedding back about half way on the bed and place the child upon the bed with just his feet covered. If he wishes more warmth he will burrow like any other sensible little animal. The great mistake that necessitates pinning bed clothes is, having too many of them and having the room too warm, so that the child becomes overheated. To make such a condition permanent and inevitable is weakening, to make it intermittent was once supposed to superinduce colds. If, however, it seems necessary, a little nightcap may be provided, to preserve beauty by holding the ears in place and to keep the head at an even temperature.

SLOW. What course should be taken with a boy who is "forever at" his task and does nothing promptly?

One of these reasons probably accounts for the fact that Edward is not expeditious. In the first place, he is probably not greatly interested in what he has to do; that is, there is in the doing of it no expression or pleasure to him. Second, or it perhaps ought to be first, he has a very inadequate conception of

time. The last condition only time and experience can change. With careful guidance from his mother, however, his speed may be much accelerated. Sometimes it helps a boy to give him a definite incentive to finish what he is doing; for instance, when certain things are accomplished he may be told that he may "play circus in the barn" or do some other thing which will seem to him desirable. Sometimes it helps merely to call his attention to the passing of the time, to make a kind of game of it by watching the clock; for instance, "if you can peel two potatoes in the first five minutes you can perhaps peel three in the second five, and at that rate your task is soon accomplished," and some gain is made because of the perception of passing time. Anything that makes a game of a task helps to "put it across." The suggestion that a child is to become entirely responsible, so that if necessary Father may send him with a hundred dollars to the bank, may be somewhat helpful in securing promptness in doing errands. It is not until a boy can do the thing which he starts out to do that he can be trusted. We dare trust only those who are responsible. The suggestion to Edward, however, must always be that he is to become responsible, that he is already in some measure responsible, that at length he will become entirely trustworthy. The old story of "Wolf! Wolf!" is a negative way to treat the subject. The engineer, the man who fights fire, the soldier, the builder, and the business man may be made heroes of stories furnishing positive examples of men upon whom we depend.

May we not, in this enlightened age, say that SPANKING is always unnecessary?

We may say so, but quite likely we shall soon after have to change our minds. Here are three instances lately given circulation in the home magazines. Mary Heaton Vorse tells of a little girl that would screech with rage without any apparent provocation. When she was smartly spanked she immediately subsided, loved every one, and seemed happy for a long time afterward. An instance was given of a little girl who was reasoned with by her mother whenever she seemed incorrigible or insisted upon having her own way at any cost. Grandmother

came in one day on such an occasion and gave the child a good spanking. The mother leaned over her with her eyes full of sympathetic tears. "Does it smart?" she asked. "Yes, it smarts, Mother," the child sobbed, "but I think—I like it better—than being talked to." A little boy is cited who insisted upon catching gold fish in a globe, though he had been promised a whipping if he did so. He finally succeeded in his object, and with great joy came forward to demand his spanking. He got it! Some children do not seem to profit by being talked with or explained to. A sharp issue as to who is to be master has to be settled and when it is settled in this brief and satisfactory fashion of spanking the child becomes amenable and happy.

Spanking is seldom the best thing to do, but sometimes, like a surgical operation, is necessary. There must be control in the home if it is to be a good place for children to grow up in; if the home is for the father and mother as well as for the children, there must be order and obedience to the law that the adult represents. It is better to hurt a child's skin than to injure its character, and the world will chastise much less gently than Father and Mother if you send your child forth undisciplined and not in possession of himself.

Is SPANKING the hand of a little child during his first and second years an improper method of letting him know that he should not touch forbidden objects? If so, how would you make him realize what is forbidden?

Perhaps the most important thing to say in reply to the foregoing question is, that the instinct to touch is the most precious sense quality of the young child. It is the expression of his curiosity, which is the principal means by which he gets his education, and it is exercise to his hands and fingers. The first wise step for the mother, then, is not to slap the baby hands, but to arrange her room with the smallest possible number of breakable things within the baby's reach, while on the other hand she takes pains to put a variety of instructive objects where the baby can get hold of them. If the little child lives in a room crowded with bric-a-brac and is continually slapped for touching things, he will soon lose his desire to touch and with it that

eager curiosity which is the indication of an alert and educative mind. There are, of course, some things, like fire and the property of others, which the baby must not touch. The first step in training the child not to touch certain objects is gently to remove forbidden things from the baby's grasp, saying, "No, no" at the time. If that admonition is repeated, most children soon learn what is forbidden. Some especially obstinate children might still insist upon touching. There would then seem to be no harm in a resort to spanking.

Should a boy of twelve be allowed to SPEND as he chooses the money that he earns?

The answer depends somewhat upon the amount of money that he is earning and somewhat upon the nature of his choice. If he is earning four dollars a week and can be interested to choose to buy some new clothes and shoes and other useful articles with a good part of it, we have one proposition. If, on the other hand, he should wish to squander all that he earns in useless things, we have a different proposition. Some boys are at times so very restless and almost if not quite belligerent, that it may be better to leave them free to "blow" all their substance, so that they may learn the lesson of such waste thus early rather than make more serious experiments later. Legally, of course, the earnings of a minor belong to the parent. I think it is an opportunity to have a good conference with the boy if the matter is fully discussed and an understanding between the parent and child is reached. Boys have a strong sense of justice, and it is not often, when properly approached, that they are entirely unreasonable. A portion of the money earned should certainly be given over to the lad to be used at his discretion.

How about my little boy who SPENDS his pennies as fast as he gets them and so never has any money with which to buy what he particularly desires?

His experience itself should finally prove his teacher. Let him go without what he wishes until he can save his pennies. Give him his allowance entirely in pennies. Suppose he has twenty cents a week, give him twenty pennies. Bring

him a dollar in pennies and make five piles, showing him how long he needs to restrain himself—five weeks only—if he wishes a dollar to spend. Remind him of some toy or tool which costs a dollar and thus enable him to visualize what a little self-sacrifice will bring to him. Suggest that he restrict himself to spending five cents a week. Lay five cents to one side and show him that he now has fifteen for his bank. Show him on the other hand the lessened pile of pennies that he would have, and tell him how much longer he will have to wait for the desired toy or treat if he exceeds his five cents.

See also "Allowance."

STEALING. What shall I do with my child who "takes things"?

The child that "takes things" must first be taught what property rights mean. That may best be done by reminding him that other people wish their things just as he wishes his. Some little children take things because they do not realize that fact, or, if they do, are too shy to ask for what they desire. It is sometimes helpful to drill the child in asking pleasantly and respectfully for the loan of playthings and other articles. When he learns that they are cheerfully lent, then he has confidence to make asking a practice. He should also be told that when he takes things that were intended to be shared by others, he deprives them of what they should have had. For example, if he should bring home something belonging to the kindergarten, he should be made to understand that there would not be enough left for the other children. Then, too, he should learn that adults are under the same law that he is under. Even Mother would not be allowed to take home kindergarten things because, no matter how much she might wish them, the children need and wish them, too.

If the habit of taking things becomes complicated with lying, as the child tries to cover up his little thefts, the case requires a number of quiet talks. Perhaps the first appeal is to the child's love. He must be sure that he and other thieves are almost invariably discovered and that they lose the love and confidence of their best friends. Show the little girl how very

lonely and unhappy the child is who persists in taking what is not hers.

A recent magazine writer goes so far as to say that 999 out of 1000 cases of taking things dates back to some experience when the child was denied something which seemed to him his right or where no reason was given for the denial. There seems to his imperfect intelligence, therefore, a certain justice in helping himself. We must very carefully guard against such experiences by thoughtfulness and generosity, and when we must deny we should take careful pains to explain why.

STEALING. What shall I do to prevent my child from taking things that do not belong to him?

One of the saddest interviews I ever had was with a mother, a stranger to me up to the day on which she called, whose heart was broken because her child had stolen from her. The boy, a college Junior at home on his vacation, had taken from her bureau drawer a two-dollar note. Unbeknown to him she had seen him do it. The occurrence had happened only the evening before. The very foundation of the world seemed to have dropped from under the mother. Her spirit was affrighted, bewildered. She could see nothing but ruin ahead for her idol. "Supposing it had been from a stranger who would not shield him as I would"—that was the constant plaint in her conversation, the "crime" being found out.

Is it not true that often the chief cause of our anxiety when our children do what we would not have them do is the fear that somebody will see and judge accordingly? We forget that the divine law of honesty and trust must first be written in the heart before it can get a grip on the will. The outward act is but an expression of the more vital part—the inward thought.

What are you doing to help write the law of honesty in the hearts of your children? Is your life honest before them? The mother that calmly smuggles her boy through the street-car ride or chuckles at her keenness in passing him on half-fare when he is over half-fare age, must expect that later her boy will outplay her in the same game.

Often the habit of taking things begins simply because the

child has never had the sense of possession developed within him. He must be able to measure his act by the sting of loss. In homes where children do not have "their own things," where no allowance of money is made—be it ever so small—there is a grievous wrong being done them. How can they ever get the relative value of "mine" and "thine"? How can they ever learn the most beautiful lesson of life—to share—if they never have given into their exclusive keeping things of their very own? Some treasure of his very own must be forfeited each time a child steals from another; in that way, as we older children do, he will learn by his own deprivation the value to others of what he takes from them.

What is the best way to deal with a STUBBORN little child?

There are perhaps as many kinds of ways of dealing with a stubborn child as there are stubborn children to deal with. For some types of mind, to be let alone seems to be the best cure. That letting alone, of course, may take different forms, appropriate to the age of the child. The military school has a guard-house that simulates that for a soldier in disgrace. The baby too young to understand much save his mother's disapproval is let alone by his mother's putting her hands over her face and turning her back upon him, or possibly crossing the room. Sometimes the punishment of being put in a corner of the room or of retirement behind a screen is enough. Sometimes it is going to bed without supper, sometimes it is simply a spiritual isolation created by Mother's saying, "I do not know this little boy. He looks like my little son Arthur, but this is not Arthur. This is some strange little boy who has come into our dining-room. Of course we must be polite to him, but his ways are not our ways, and we have no acquaintance with this little boy." There is one attitude which is never the best for a stubborn child, that is to combat his stubbornness with your own. It is possible that he inherited his peculiar disposition from your side of the house, and to come at him with stern determination, "You shall do as I want you to do or I will know why," precipitates a contest that will be bad enough if you win, but much worse if he wins. "A soft answer turneth away wrath" and a perfectly calm, rea-

sonable, yielding disposition will dissolve stubbornness; and it is better to dissolve stubbornness or dissipate it than to overcome it with force either physical or mental. To say that one must have a yielding state of mind is not necessarily to mean that the child must have his way. It means the absence of the determined assertion, "He shall do as I say." Far better is the state of mind that says, "He must come to do what has been asked of him because it is best for him and for all." That is reasonable. Many a child is made to exhibit stubbornness by the speed with which he is expected to "give in." A little delay or waiting will help him. The best government is not always that which is the shortest distance between two points; sometimes it may be a long and winding path, with better results.

Perhaps our points would better be summarized. Do not be a stubborn parent dealing with a stubborn child. Do not be afraid to take time or indirect methods to avoid rousing stubbornness, and remember always that stubbornness must be dissolved, dissipated, not vanquished by either force of arms or will.

Miss Harrison's "Misunderstood Children" shows that all "stubbornness" is not stubborn.

Do you believe in the SUNDAY NEWSPAPER for children?

On the whole, the Sunday newspaper, aside from the comic supplement, is better reading than the daily edition of the same paper. For that edition, our newspapers save up a summary of foreign news of the week, illustrations of important events, and some thoughtful interpretation of what has recently happened. The comic supplement, however, as Percival Chubb says, "is the product of the newspaper vaudeville artist who has lost his sense of humor, of ethical values and his taste. It glorifies the smart child and presents his many tricks, the cheeky, disrespectful and irreverent child who 'guys' his elders and betters, and the libertine child of silly parents. No wonder that later in high school and college Charles Lamb and the Spectator are sealed books to young people." Many parents give their children the Sunday newspaper, but burn the comic supplement first. Others, still better, subscribe for Sunday papers that have

no comic supplement, thus discouraging the production of such material.

Having said so much, let us also declare that there is much better reading available for Sunday than the newspaper. But we must make that material actually accessible and attractive and read it ourselves. If we read the Sunday newspaper, our commendations of "Pilgrim's Progress" as a substitute will not be very effective. Let the home see that the best monthly magazines, the choicest books of pictures, the latest worthy books are opened for the first time on Sunday, and they will drive out that which is not so worth while.

What would you suggest for a boy of eleven who does not like to go to SUNDAY SCHOOL?

The first thing to do is to discover whether the trouble is with the boy or with the Sunday school. There are some Sunday-school teachers so weak and poorly prepared for their work that children are bound to become restless under their instruction. There are classes in which there is some individual boy always trying to show off, or in which the discipline is so poor that the thoughtful boy is disgusted with them. There are Sunday schools in which the textbooks are very uninteresting and poorly adapted to boys. It is desirable that the mother should make the closest and most sympathetic acquaintance with the Sunday-school teacher and with the superintendent, not for the purpose of finding fault, but to learn whether she may strengthen their efforts with her boy and the other children. She may discover that the fault is with her boy, in which case she has a home problem rather than a Sunday-school problem.

It is to be realized that if a boy of the age mentioned is willing to go to church rather than to Sunday school, it is usually safe to let church take the place of Sunday school for him, because the church is a permanent institution. The boy who goes to Sunday school but does not go to church may outgrow the Sunday school, but he ought never to outgrow the church.

TABLE MANNERS. How may I teach my child to use his knife and fork?

It is as necessary to have the child's undivided attention in the matter referred to in the question as in anything else, and as a child's attention is likely to be distracted from its food when many persons are present, it is well, during his lessons in the use of knife and fork, that the child should eat in the presence of his mother only. It is best to give the child miniature implements. The spoon is the easiest tool to manage and its use should be taught first, with careful attention to the technic of holding it properly. Next comes the fork, and, with its load of food, great care should be exercised in inserting it into the mouth. The knife, of course should be used for only hard food and the earliest exercises with it will be somewhat clumsy. The course of training will naturally last for a number of months before the implements are mastered. During that time it is feasible to teach elementary lessons in manners. One mother made a game or story of learning to do things in the right way. When her little boy poised his knife on the edge of the table or left his spoon standing in his cup, they played that the knife and spoon were boys who had to lie flat on the floor before a gale got them and placed them in proper positions. When he ate noisily, his mother told a story of a little fairy that was frightened away from a feast because a little boy among the guests made much noise in chewing his food. A few corrections made in this fashion soon formed right habits.

Give the boy practice. If you wish him to learn to eat with a fork do not give him a spoon. If you wish him to eat neatly at a table laid with a cloth do not give him a tray. In other words, endeavor to have him learn to master his hands himself and not be fed too much by you.

Table manners are taught first by example. Direct instruction given quietly will have some effect; but in the main acceptable table manners must be waited for. The little child is necessarily most interested in feeding. The table is a social institution, where food is perhaps of secondary consideration. Until the child is interested in being at the table for the sake of the social side of it, no natural incentive has arisen to aid him in attaining correct table manners. But as soon as he wishes to be with "the others" he may be encouraged to try to do things

properly and neatly. To do so, however earnest his intention, requires skill in manipulation and fine perception of the rights and privileges of others. Too much should not be expected of the little child.

See also "Manners."

Please give me advice about dealing with two sons—thirteen and fifteen years of age, who are inclined to TEASE each other.

It is a noticeable fact that some boys will play with every other boy in town better than with their own brothers. It actually seems better in such cases to try to arrange so far as possible that the children shall be kept apart until they are old enough to appreciate each other. The separation tends to reduce friction between them to a minimum. Occasional teasing is a difficult problem, because, unless we have been present throughout the teasing, there is no way of knowing who is to blame. When teasing involves actual cruelty, it is an injustice to the child to allow it and it is likely to spoil his disposition. Where segregation does not seem possible it is sometimes well to solve the problem by a system of fines.

The best way to gain peace is to disarm the teaser by preparing the teased for the attack. The moment a girl ceases to respond with childish expostulations when the boys pull off her hair-ribbons, that moment the game is through. There is no fun in attacking the hair-ribbons of the girl who won't fuss. The frequent plea of the little freckled one, "He called me speckled Susan," may be met with the quick retort, "Call him striped Sam." If it is possible to strengthen the teased to the point of indifference, the question is then, temporarily at least, eased. This advice is particularly valuable in the case of the stronger boy whose weaker companion meanly takes advantage of the immunity of his chivalry in not punishing him with his fists, by exasperating him beyond endurance.

But, of course, there is a much deeper meaning to this very annoying habit. It is primarily the danger signal of idleness. It is when we, as adults, are unemployed with energy plus that we tear to pieces our bouquet, petal by petal, or roll the edges of our programs, or are tempted to do childish or unmannerly

things. Idleness is the root of teasing. Of course, there may be things that the boy is trying to do in a perfunctory way, but they are not using his full attention, and his interest is not in them. Then it is necessary that the mother should study her situation and see what incentive she can readily grasp which will enable the boy to hasten through his perfunctory task and get at something which is really worth while. If he wants a younger boy to help him make a camp or build a fort or gather sticks for a bonfire or any other of the numerous activities into which children can so readily throw themselves, he does not tease him; and you have readily observed the amount of subordination that the little fellow will stand when he is in the game with the older ones.

The control of teasing, then, is largely a question of guiding the boy's energies—first, in work. With the active boy some of that work should be the routine of quantitative work that will tax his patience a little more and make some considerable demand of his muscles, so that when he is free he enjoys the reaction and will have the benefit of the great sweep of spontaneity, which is, after all, perhaps the characteristic that most truly distinguishes boys from girls. If he cannot think out interesting things for the playtime, then the problem comes back, as all children's problems come back, to the mother—"What shall I do next?" She must always be ready; in her ingenuity in suggesting plays that will give a place to both big and little folk lies her secret power to avoid "teasing." It must, of course, be remembered that big children do not always wish to play with small children; that their development demands that they should not. Here again the mother's wisdom must decide when the interests may be separated and when the children should be together.

A logical punishment for teasing is to separate the children involved. If further punishment be necessary, it should be something involving the expenditure of energy rather than its suppression. For instance, it would be a mistake to send a boy to bed for teasing, because he has an uncomfortable fund of activity to begin with, and what would he do with it if it were turned back upon himself?—nothing, apparently, that would be

for his good or comfort or for the peace of his family. Where punishment seems absolutely necessary and there are not other active things that can be done, walking round the house so many times or back and forth across the end of the lot so many times has its advantages, as it expends energy in the open air and hence has as many good, and as few evil, elements as most devices for correction.

What would you do with a little boy that does not take his own part when TEASED by other children?

Such a boy is not necessarily a coward. He may be over-sensitive. He may prefer thought to action. The development of physical courage may come to him as he grows older and learns his power. He has a right to work out his life by a non-combative plan if he chooses. It is rather difficult to do that, as he will soon find out. Develop such a boy physically without insisting that he strike back. A growing confidence in his ability to defend himself will help him. He may never need to exercise his physical powers, but the fact that he is able to do so will be sufficient to develop his courage. For such a boy I should be careful to select stories of heroes, especially those who have shown moral courage, and would vary the selection with instances of persons who have shown indifference to danger and pain.

See also "Anger" in the Outlines.

How shall we teach a young child to TELL TIME?

Give her a toy clock to watch and let her fix the hands like those on the real clock-face. Explain the hour hand first, then explain how she may estimate with the minute hand about how much it is past the hour. Let her draw the face of a clock, write in the numbers, and draw the hands in different positions. Send her to the clock several times a day and have her tell where the hands are, then see whether she is able to estimate the time. It is much easier to teach everything else after the use of the hour hand has been explained than to teach other points first.

How shall I teach control to a twelve-year-old boy that has a violent TEMPER and gives way to it frequently but soon recovers from it?

It is possible that the boy's nerves are in an especially sensitive condition at this time. He is doubtless entering upon his sex development. To know that fact will make you patient with his outbursts. He has a great rush of emotion that may be new to him and which at this time he is not quite able to control. Try always to be very well-poised yourself and as slow as possible in broaching disagreeable subjects. This does not mean that they should be avoided, but merely that you should make use of time and tact. Nothing ever has been written which is truer than that the soft answer turneth away wrath. When his attack of temper is over, talk with the boy about it, tell him that anger was developed in savage people who had not learned to think much, in order that they might, under sudden need, have the power that comes from "getting mad" to protect themselves. Tell him that he, however, is to be a man of the civilized world and that he can protect himself better by thinking things out than by losing his temper. One does not think well when angry. Therefore, he must get his thought in front and his anger behind and keep it there. When he has learned to do this, he will have two companies of soldiers, the cool ones in front to do the planning and the hot-headed ones in the rear to keep the others well up to the front.

What shall I do to control a child with a very high TEMPER?

A good deal may be done to control a high-tempered child through foresight. Are you thoroughly careful and regular about his physical habits, his meals, his rest periods and his sleeping habits? Are you sure that he is not overstrained or overstimulated before bed-time? A child that is happy should do the right thing at the right time. If he is happy most of the occasions which excite temper are avoided.

See also "Quarreling" in the Answers and "Anger" in the Outlines.

Will you give me some suggestions about aiding my THOUGHTLESS small boy?

One mother has found that a nightly letter written to her boy and tucked under his pillow has a magical influence. Every night he expects the letter and every night he receives it. It is always encouraging. No matter how bad he has been during the day, his mother selects at night some good trait or tendency and thanks him for it. It does not make him any less thoughtful of his misdeeds. He lies down upon his pillow, and as he thinks kindly and lovingly of his mother he considers his own behavior. Her plan stimulates thoughtfulness and gradually and effectively works upon his best feelings, his love, and his will.

How may we help a boy that is not very THRIFTY?

Carelessness in the use of money is usually owing to the fact that the boy either has not been given enough money so that he may have the chance to learn the value of it by necessary prudence or that he has been given so much that he has not been able to learn the value of it because there was no limit to his income. The way to cure the unthrifty boy is to put him upon a strict but fair allowance. If he is a little boy, his allowance should include enough for his reasonable pleasures. As he grows older, it should be increased to a sum large enough to cover certain definite needs, such as the less important articles of apparel. By the time he enters the high school, it should be sufficient to cover everything that he buys except text books and his doctor's bills. He should be held strictly accountable, and any money beyond his allowance should be a small loan either to be repaid at a definite time or to be worked off by definite hours of labor. At an early period the boy should be required to keep accounts and it might be well to make the promptness with which his allowance is paid dependent somewhat upon his being able to show a satisfactorily posted account-book.

Shall my daughter be a TOMBOY?

Your inquiry doubtless means, Shall your little girl have as much freedom for play and physical development as does her brother, or shall we remind her that a lady does not do this,

that, or the other thing; that she is too big to do anything she really wants to do; that it is unladylike to participate in anything that is active; that to be "nice," she must be arrayed in dainty garments and sit with her feet crossed and her hands folded.

Dr. O'Shea, under the caption, "The Health of Girls," has written a very interesting article, in which he claims the cause of the breakdown of so many girls in school is not overstudy, but under-activity. G. Stanley Hall, who is, perhaps, the most noted authority on child psychology, explains to us in heavily-freighted phraseology that if there is more power produced than is used, the nervous disorder known as chorea is likely to result. He complains that, even when young women are active, they expend too little energy upon "basal and massive muscle work and cultivate too much and, above all, too early the delicate responsive work." There can be no authority quoted, probably, who will disprove the statement that a woman has as much need of good muscles and thoroughly developed physique as a man. True, she does not fell trees, tunnel mountains, or build bridges, but to-day she enters actively into the real work of the world, at least for a period, in other capacities than in her specialized functions of wife and mother.

In a former day when a little girl's work was very necessary to the family comfort and she became the head of her own home at sixteen or seventeen, it may have been permissible that the decade between six and sixteen be ruled by the edict of what was "nice." But, since to-day she must bear her part in business or in the industrial world until she is probably twenty-six before she undertakes the management of her own home and the rearing of her own children, it is peculiarly necessary that she gain a substantial physical development and get excellent staying powers alike of body and mind.

Perhaps the best arguments for the free life of girls are those girls who have through that happy circumstance come into womanhood. They are the cheeriest, strongest, most useful, and happiest of women. Public opinion makes it much easier for a girl to-day to have substantial physical development than was once the case. A pair of black bloomers and a high fence around

the back yard ought to give a girl every opportunity to do in the friendly tree or on the trapeze all the stunts that attract her brother.

It must be remembered that girls are allowed much fewer opportunities to be dramatic than boys are. They do not organize gangs or play pirates or Indians. They are not chased by the police; they are not allowed to go off into the woods to play. There are, of course, things which boys do every day that society holds girls back from doing or even thinking of. Girls no doubt have the adventure instinct as truly as boys. For their best development it seems to me that they should have opportunity to express that instinct. The ideal play for children is that in which boys and girls join together and forget the differences of sex, each contributing something to make play enjoyable and complete.

A few days ago I saw a strong young girl of twelve rush from a back-yard diagonally across the street to a little store. She ran with the freedom of a real athlete. In doing so, she passed a group of boys about her own age. "Gee whiz," said one, "can't that girl run!" Having done her errand, she came back with an equal speed. The boys observed her as they would have observed one of their own number and judged her by a purely athletic standard. "This," I said to myself, "is the new generation. Not only the man's body is a powerful tool for achievement, but the woman's as well."

The longer you keep your girl from self-consciousness, the better. It is glorious to be a woman, and it will be no less glorious when the shackles fall. Not only let your girl be a tomboy, but see that she gets the training of the gymnasium and the development that comes from plain old-fashioned duties. Important sets of muscles are developed in propelling a canoe, in swimming, in mountain-climbing, in dancing; equally important ones are brought into play in good time by sweeping, by ironing, and even now and then by washing and scrubbing. Those are the industries by which the race has arrived. They should not be entirely lost sight of.

Are there any general rules as to the selection of TOYS for babies?

Dr. J. B. Davison suggests four rules for the selection of toys for babies. One of them is, suit the toys to the physical and mental development that the child has attained. The second is, the material of which the toy is made should be harmless to the child. Third, the fantastic and bizarre should be avoided. Fourth, toys should be given sparingly; then the appreciation of presents is retained and the child does not scorn even humble gifts.

What TOYS would a baby of eight months enjoy?

A large rubber ball fastened to a string so that it cannot roll away, a bright celluloid rattle with bells, a bright tin cup or pan and a spoon with which to strike them and make a noise, a wooden chopping-bowl and a wooden spoon all give enjoyment. Cotton-flannel toys, such as a rabbit, or a rag doll may attract him. All the toys of the baby of that age should be of such a nature that they may be cleaned often.

TRAVEL. I am about to cross the continent with my small children. Will you suggest some devices to lighten the weariness of the journey?

Suggestions for answers to inquiries similar to the foregoing question have been gradually compiled from several of the mothers' magazines.

The emergency box or bag should always be considered one of the necessities of travel. Court-plaster, a small bottle of antiseptic wash, a healing salve, a roll of soft bandages, absorbent cotton for cleansing, etc., should be part of the contents of the box. Flaxseed, or other appliances for removing cinders from the eyes also should be included. A small bottle of soda mints or some other remedy, in case of train sickness, should be carried.

It is not best for children to drink too copiously of water on the train and to obviate their doing so, the mother should include in the lunch basket plenty of juicy fruits. They will satisfy the children's thirst to a great extent and prevent too much water drinking.

If the journey be of several hours' or days' duration, the mother will do well to provide a luncheon of wholesome brown-bread sandwiches or nutritious, unsweetened crackers, even if the meals may be obtained on the train or at some station. Children are bound to get hungry while traveling and if their craving is satisfied by plain, wholesome crackers or sandwiches, with a little fruit to slake the thirst and satisfy their desire for sweets, they will not be so likely to clamor for the candy sold on the train, an over-indulgence in which is often the cause of illness during or after the journey.

The air in the front of the car is supposed to be better than that in the rear, on account of the number of passengers breathing it. If it is possible to sit near enough to an open door or window to get the advantage of the fresh air without being exposed to a draught, the wise mother will avail herself of that possibility.

If it is possible to include a small, soft pillow in the suit-case it will be found to be a great convenience, and a warm wrap for throwing over the little sleeper also is necessary. Its limbs should be straightened out and the child placed in an easy comfortable position, so that it will awake from the nap fresh and good-natured, rather than peevish and fretful.

A pack of Old-Maid cards, Authors, or some of the other games for older children take up scarcely any room and will keep them employed for an hour or more while they forget their cramped quarters.

Several pencils and a small pad of paper will be useful in many ways. The children may draw objects which they themselves see from the car windows or others which mother may suggest, then they may color them with colored crayons or pencils taken along for the purpose; or, if the children are too little to draw, nothing will keep them more pleasantly occupied than to have mother make pictures of familiar objects. The simple device of drawing has been known to keep an active group of children interested for a long time, and the pictures, crude as they were, were treasured by the little ones even after the journey was over.

Sometimes a new picture book, purchased at the ten-cent store

and brought along as a surprise, will keep the little ones interested and happy for a while.

Paper-dolls, furniture, and animals cut with blunt scissors from magazines and newspapers, offer another means of entertainment.

Mother may also introduce games to be played along the way, such as counting the number of horses, cows, telegraph-poles, houses and other objects, and give a small trifle as a prize for the child that counts the largest number. This game is also useful in stimulating the children's powers of observation.

There are other games, such as the color game, which may be used while sitting still. The mother says, "I see something blue in the car," and the children guess what she sees.

Ought I to defend my son when he is UNJUSTLY ACCUSED by his father?

It is essential for successful government that the father and mother should never present a divided front. The child should not get the impression that his mother and he are lined up against his father. If she cannot agree with her husband, let her hold her peace in her son's presence. Later, she may express herself about the boy to his father; the boy should not hear her do so. If she convinces the father, he should be the one to express to the boy the changed but united sentiment of his parents in the matter.

What may I do to help use my child's time during VACATION?

It is quite possible, and very wholesome, for the child to undertake, as a kind of game, the earning of a small amount of money during vacation. In one family a child set out to earn and pay his board, the challenge of the responsibility seeming to him very delightful. Children may sell flowers and green things from their gardens, sweep piazzas and paths, and do errands. Often little girls may take the market-basket and a memorandum book and pencil and do the marketing for the day's household supplies. They may make out a list every morning of the necessities, and try to lower the day's household

expenses, help keep the daily expense accounts; and they should receive a "salary" or commission for doing so.

We shall not be able to take a VACATION in the country this summer. Will you suggest plans by means of which we may make our children comfortable and happy at home?

Are you making the best use of the home porch? Even if it is only a back porch something may be done to make it livable by getting the broom and oil-can out of the way and giving the porch to the children. In its shadiest corner you may have a sand-box; nearby, a box of big blocks. You might have a little water in a shallow tub wherein English walnut boats with paper sails could float about. Get a big dry-goods box and some tools, and let the children make their own playhouse in the back yard. Give the boy some rope and let him learn how to use a lasso. Give him some pulleys and let him suggest apparatus to make with them. Put a tent, even if made out of old shawls and a clothes-horse, out in the back yard. Have bows and arrows for archery. Let the children play tether ball, and encourage the use of the velocipede, roller skates, and coasters. Use the swimming-pool at the Y. M. C. A. or at the Y. W. C. A.

Would it not be possible to arrange to coöperate with other mothers near by to take all the neighboring children in turn or even to engage some young college student to be their playfellow daily, or their chaperon on outings to the park at least once a week?

Should a boy choose his life VOCATION before the age of eighteen?

It is very interesting when a boy begins as early as this period to have definite ideas concerning what he wishes to be in the world. Such a search for a calling should certainly be encouraged. The essential thing seems to be to urge the youth to keep as many doors open as possible as long as he can. For example, if during his high-school years a boy narrows his course so that he cannot enter the university even if he should spend four years in the school, he has closed a certain door unnecessarily. Again, if a boy leaves school too soon and goes into a calling

for which he is not sure that he is fitted, he is wasting time that might more wisely be spent in better training. If a boy shows a very positive leaning toward a definite vocation at so early an age and the parent feels that this tendency is undesirable, would it not be well immediately to try to bring him into contact with as many other callings as possible? The contact might be furnished, for example, by taking him through certain great industries, by bringing to the home men in other callings, and by giving him an introduction to successful men—successful living men or men in books—whose descriptions of their life work would interest him.

When a boy has several inclinations, how may he know what should be his life's VOCATION?

Aside from the question of the "call" to follow a vocation, there are several points which naturally come up for discussion. The financial remuneration, the adequate service, and the leisure time available are questions that may be considered in deciding between two vocations for which a boy seems to have an equal aptitude. Some men care for the game of making money and others very much for the things that money buys. In either case, the question as to which vocation will pay best is an important one. Occasionally an earnest youth desires to do for the world a service that it very much needs. Then he may be influenced by the difficulty of the task or the limited number of those who can perform it satisfactorily. Sometimes the vocation which will give free time that can be used to further certain tastes, proves especially alluring. For instance, some men are home-loving and will appreciate extra hours that might be devoted to horticulture or the raising of pets, while other men of opposite inclinations prefer a vocation that leads them into new lands and permits long journeys into strange countries. It would seem that balancing such important considerations one against the other, a young man ought at length to be able to decide into what current he will guide his life-bark.

How shall we deal with children who have been using VULGAR WORDS and sayings?

It is usually safe to ignore such sayings, especially the first time they are used. The child takes the atmosphere of those around him. He does not know that sayings are vulgar until he is told. If he is not told that they are vulgar, he is likely to soon forget them. When such expressions are used the family should agree not to laugh at them. It is not always possible to explain just why certain sayings are vulgar. The child does not need to know; it is sufficient for him to be told that mother does not like to hear them and that they are not used by the kind of boys and girls whom she admires. The careful avoidance of slang and vulgar expressions by the family is of great assistance to the child. The mere using of such expressions by the neighbors' children is not in itself enough to cause those children to be undesirable playmates, but when it is found that such expressions are always learned from some individual child, it may be necessary to separate your children from him for a time.

What shall be done with an eight-year-old child who WHINES when he is denied anything?

The most satisfactory cure for whining is to be firm in the habit of not letting the child gain anything by his whining. This, although a slow process, must, in the end, prove effective.

Two simple devices are suggested to quicken the cure. One is to place the child before a mirror, let him see just how he looks, and tell him that other people see him as he looks in the mirror. Do that whenever the whining begins. The other suggestion is to give the child some pleasant name whenever he succeeds in conquering his whining habit. One of our mothers' magazines tells about her daughter Jeannette who had the habit of whining, and to whom it was explained that her friends were sorry because she was such an uncomfortable child. "I wish they didn't care how I look," she dolefully answered. "I might as well be called 'Sit Up Jeannette.'" "Now you have said it," laughed her mother, "and I'm going to make a name of it. You shall be 'Sit Up Jeannette,' and it will be such fun to have a secret name." There were soon smiles in place of the frowns, and from that moment whenever any one said "Sit Up Jeannette," the whining immediately ceased.

**A LIST OF THE BEST BOOKS
FOR
PARENTS AND TEACHERS
THE THREE HUNDRED MOST HELPFUL BOOKS
NAMED AND DESCRIBED**

**A LIST OF THE BEST BOOKS
FOR
PARENTS AND TEACHERS**

INTRODUCTION

This is a list of three hundred of the most serviceable books for parents and teachers. They are not necessarily the "best" books as classified by an expert bibliographer nor the most scientific books, but they are chosen because they seem best to meet the actual needs which have appeared in the correspondence which the American Institute of Child Life has had with its members. Each volume has been selected not merely for its informative value but also for the light it sheds upon home problems and the needs of children. In almost every instance the books are of recent publication.

A short analysis is given at the head of each division, suggesting which of the many volumes cited is most useful for particular purposes. The books starred (*) constitute, in the judgment of the compiler, the minimum best library for parents.

The chapter titles are given for some of the most useful books, so as to give parents a clearer idea of their contents in detail.

The order under each division is alphabetical by title.

Books are occasionally classed twice, where the help which they afford seems to belong to two different captions.

This list will be revised with every year's fresh output from the publishers.

THE DIVISIONS OF THIS LIST

- I. Joys and Responsibilities of Parents.
- II. The Home and Home Life.
- III. Reminiscences of Childhood.
- IV. Child Study.
- V. Psychology.
- VI. Books for Parents of Young Children.

- VII. Home Training.
- VIII. Physical Problems: Care, Hygiene, Body-building, Habit-forming.
- IX. Kindergarten Methods.
- X. School and Educational Problems.
- XI. Play and Games.
- XII. Home Crafts and Occupations.
- XIII. Books and Story-telling.
- XIV. Nature.
- XV. Art, Music, Drama.
- XVI. Manners and Etiquette.
- XVII. Sex Hygiene and Instruction.
- XVIII. Eugenics and Heredity.
- XIX. Vocation.
- XX. Social Problems.
- XXI. The Church and Religious Education.

Following are the full names and addresses of all the publishers mentioned in brief below:

- G. Allen & Co., London.
American Book Co., 100 Washington Sq., New York City.
American School of Home Economics, 506 W. 69th St., Chicago.
- American Unitarian Association, Boston.
- D. Appleton & Co., 29-35 West 32d St., New York City.
Atkinson, Mentzer & Co., 30 West 36th St., New York City.
Baker & Taylor Co., 33-37 East 17th St., New York City.
A. S. Barnes & Co., 381 Fourth Ave., New York City.
Bodmer Co., 34 West 33d St., New York City.
Milton Bradley Co., 49 Willow St., Springfield, Mass.
Catholic Education Press, 1026 Quincy St., Brookland Sta., Washington, D. C.
- Central Publishing Co., 511 North 10th St., Richmond, Va.
Century Co., 33 East 17th St., New York City.
Charities Publication Committee, 105 East 22d St., New York City.
- E. J. Clode, 156 Fifth Ave., New York City.
Arthur H. Crist Co., Cooperstown, N. Y.
Thomas Y. Crowell Co., 426 W. Broadway, New York City.

Dana Estes & Co., 208 Summer St., Boston.
Dodd, Mead & Co., 4th Ave. & 30th St., New York City.
Dodge Publishing Co., 214 East 23d St., New York City.
M. A. Donohue & Co., 407 Dearborn St., Chicago.
George H. Doran Co., 35 West 32d St., New York City.
Doubleday, Page & Co., Garden City, New York.
Duffield & Co., 36 West 37th St., New York City.
E. P. Dutton & Co., 31 West 32d St., New York City.
Forbes & Co., 443 S. Dearborn St., Chicago, Ill.
Funk & Wagnalls Co., 46 East 23d St., New York City.
Ginn & Co., Boston.
World Book Co., 148 West 23d St., New York City.
Grosset & Dunlap, 518 West 26th St., New York City.
Harper & Bros., Franklin Square, New York City.
D. C. Heath & Co., 231 West 39th St., New York City.
Henry Holt & Co., 34 West 33d St., New York City.
Houghton, Mifflin Co., 4 Park St., Boston, Mass.
B. W. Huebsch, 225 Fifth Ave., New York City.
George W. Jacobs & Co., 208 W. Washington Square, Philadelphia.
John Lane Co., 116 West 32d St., New York City.
J. B. Lippincott Co., E. Washington Square, Philadelphia.
Little, Brown & Co., 34 Beacon St., Boston, Mass.
Longmans, Green & Co., 4th Ave. & 30th St., New York City.
Lothrop, Lee & Shepard Co., 93 Federal St., Boston.
McBride, Nast & Co., 449 Fourth Ave., New York City.
A. C. McClurg & Co., 218 S. Wabash Ave., Chicago, Ill.
The Macmillan Co., 66 Fifth Ave., New York City.
Manual Arts Press, Peoria, Ill.
Moffat, Yard & Co., 116 West 32d St., New York City.
Newson & Co., 27 West 23d St., New York City.
The Page Co., 53 Beacon St., Boston, Mass.
Penn Publishing Co., 923 Arch St., Philadelphia.
Pilgrim Press, 14 Beacon St., Boston, Mass.
Prang Educational Co., 358 Fifth Ave., New York City.
G. P. Putnam's Sons, 2 West 45th St., New York City.
Rand, McNally & Co., 160 Adams St., Chicago, Ill.
Fleming H. Revell & Co., 158 Fifth Ave., New York City.

Row, Peterson & Co., 623 S. Wabash Ave., Chicago, Ill.
Saalfield Publishing Co., Akron, Ohio.
W. B. Saunders, 925 Walnut St., Philadelphia.
Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill.
Charles Scribner's Sons, 153 Fifth Ave., New York City.
Small, Maynard & Co., 15 Beacon St., Boston, Mass.
Christopher Sower Co., 124 North 18th St., Philadelphia.
T. M. St. John, 848 Ninth Ave., New York City.
B. S. Steadwell, La Crosse, Wis.
Frederick A. Stokes Co., 443 Fourth Ave., New York City.
Sturgis & Walton, 31 East 27th St., New York City.
Sunday School Times Co., 1031 Walnut St., Philadelphia.
University of Chicago Press, 58th St. & Ellis Ave., Chicago.
T. Fisher Unwin, London.
Vir Publishing Co., 200 North 15th St., Philadelphia.
Whitcomb & Barrows, Huntington Chambers, Boston, Mass.
Women's Educational & Industrial Union, Boston, Mass.
Y. M. C. A. Press, 124 East 28th St., New York City.

I. JOYS AND RESPONSIBILITIES OF PARENTS

"The rearing of children combines the moral satisfaction of performing a duty with the special excitement of a quest for hidden treasure."

"We are amiss in that we don't think of children as wealth. We speak of Jenkins as 'a poor man with a large family,' as though a man with a large family could justly be regarded as poor, provided the family was of good quality."—*E. S. Martin*.

THE LUXURY OF CHILDREN, by E. S. Martin. Harper.

A book of tranquil and inspiring essays upon the delights of home life and of children. Though it claims no scientific knowledge, its pages are filled with sound reasoning and strong wisdom. It is a good book for parents who ever feel in danger of losing courage or hope.

MOTHER, by Kathleen Norris. Macmillan.

"'Mother' is a personification of all the sweet and lovable qualities of all unselfish mothers, and the book is, at once, a plea and a warning to the maidens of to-day that they may not permit their intellectual and artistic pursuits to rob them of the larger life at home. It is wholesome, appealing and touching in its genuineness."—*Margaret Sherwood in Atlantic Monthly*.

MOTHERS AND CHILDREN, by Dorothy Canfield Fisher. *Holt.*

One of the brightest books we have seen for many a day. Mrs. Fisher believes that children deserve the best and only the best, but she also believes that a mother has a right to a life of her own. After giving some very sensible advice about the moral maladies of childhood she proceeds to define the functions of motherhood according to twentieth century standards.

A MOTHER'S IDEALS, by Andrea Hofer Proudfoot. *Proudfoot.*

"The mother who has her own children in her own care is the mother who, with intelligence, can do most for the race," says this author whose message for others is based upon her own practical experiences.

SELF-TRAINING FOR MOTHERHOOD, by Sophia Lovejoy.

Unitarian Association.

Its distinctive quality is that it emphasizes in its opening pages the vocation of motherhood and shows the mother that the best way to train good children is to become a broader and stronger woman one's self. There are therefore many simple but needed directions upon such topics as the art of self-criticism, the training of the body, training of the senses and the training of the mind. Even such themes as the financial basis and songs are not forgotten. The latter part of the book deals with the study of the child, his discipline, his mental and moral development.

II. THE HOME AND HOME LIFE

"Have nothing in your home that you do not know to be useful or believe to be beautiful."—*William Morris.*

Under this division are classed books upon the Family, and those upon home making, house decoration, economics and efficiency. The book by the Thwings is a popular discussion with practical suggestions as to the moral and social side of home life.

The most helpful book about home efficiency is that by the Bruéres. Good books are mentioned upon home building and decoration.

For books upon the training of children in the home, see "Home Training," and for books upon the social problems of the home, see "Social Problems," and "The Woman Movement." There is also a division upon "Home Crafts and Occupations."

THE COMPLETE HOUSEKEEPER, by Emily Holt.

McClure.

A veritable encyclopedia on the subject. It begins with the kitchen and tells about house-cleaning, closets, the laundry, the cleaning of glass, china and metal, and the keeping of things, plumbing and sanitation, lighting and heating, the sick room and nursing, and the family sewing. This treasure-house of information has a fine bunch of keys in its splendid index.

EUTHENICS, by Ellen H. Richards.

Whitcomb.

The author defines Euthenics as the "betterment of living conditions, through conscious endeavor, for the purpose of securing efficient beings." She distinguishes Euthenics from Eugenics as follows: "Eugenics is hygiene for the future generations. Euthenics is hygiene for the present generation." The book is really devoted to constructive methods of practicing sanitary science in the home and in the community.

THE FAMILY, by Charles Franklin Thwing and Carrie F. Butler Thwing.

Lothrop.

This book, now twenty-five years old, was the earliest one upon its subject. It contains a history of the family since prehistoric times. It discusses the family as a divine and human institution and as the basis of social order. It goes into the question of the relation of the individual to the family. It deals with the pressing modern question of the permanence of the family as a social institution. The book has just been revised, chiefly in the enlargement of the historical section, the inclusion of more recent facts and statistics, and discussion of the relation of the family to socialism. The bibliography has also been brought up to the present year. The book is sane and readable, and there is still no better history of the human family available for average readers than this.

THE FAMILY HOUSE, by C. F. Osborne.

Penn.

A helpful book on house-planning, especially emphasizing the fact that the house is a place for people of all ages to live in and suggestive as to the constructing and arranging of rooms for the children.

THE FURNISHING OF THE MODEST HOME, by Fred Hamilton Daniels.

Atkinson.

A helpful book written practically and with sympathy. The author discusses house-planning, the walls and floors, the furniture of the various rooms, the selection of pictures and the small ornaments.

HARPER'S HOUSEHOLD HANDBOOK. A Guide to Easy Ways of Doing Woman's Work. *Harper.*

No other book exactly covers this ground. It deals with short cuts and sensible devices for washday, care of a room, house equipment, the care of china, glass and furniture, making and making over, removing spots, choosing and keeping food, caring for house-plants, the choice of disinfectants, and what to do in emergencies. Here one finds in accessible form thousands of practical suggestions which have hitherto been scattered through the pages of the household magazines.

HOME DECORATION, by Dorothy Tuke Priestman. *Penn.*

A book of valuable suggestions for the home-maker, covering such topics as: The Outward Appearance of the Home, Selecting Furniture, Arranging a Room, Decorative Ornaments, Rooms for Young People, and many others; thoroughly practical and serviceable and abundantly illustrated.

***INCREASING HOME EFFICIENCY,** by Martha Bensley Bruére and Robert W. Bruére. *Macmillan.*

This is a clever volume on the subject of Home Economics. The statistics upon living within certain incomes are discussed and comparisons drawn between various typical methods of spending and saving the family income. Countless original labor-saving devices, making use of means at hand to reduce expenses and spare strength, both in the home and in the community, the question of educating and caring for the children and many other problems constantly recurring in the home are fully considered in a practical and soul-searching manner.

The book discusses in a simple and practical way methods of dividing an income, of making a budget, of administering the home, of marketing, of cutting down the cost of living, of saving, and of paying the expenses of the children and launching them into their vocations. This is a veritable textbook for men and women who wish to conduct their households economically and efficiently.

A NEW BOOK OF COOKERY, by Fannie Merritt Farmer. *Little.*

There is no end to cook books, but the many years' success of the Boston Cooking School Cook Book is certainly a warrant for a satisfying new handbook by its author. Miss Farmer gives nearly 890 recipes and the book is abundantly illustrated.

PRACTICAL HOME-MAKING, by Mabel Hyde Kittredge. *Century.*
Miss Kittredge has done a unique work in the world as head of a

model housekeeping center on Henry Street in New York City. In this model home she has lived with self-sacrificing energy for a number of years, showing mothers of the humbler sort how to do in an economical way the simple things which go to the making of a home. This counsel she has gathered into a book which she has designed for girls in their first year of domestic science studies. The mother who has had more experience with housekeeping may easily scorn such a modest manual, but when she starts to try to instruct her own daughter she will find that these simple suggestions really have the gist of the matter in them. A few of the selected topics are "Care of the Stove," "Beds and Bed Making," "Setting the Breakfast Table," "Cleaning the Kitchen," "Table Etiquette," "Bathing the Sick," "Good Things to Remember that Are Often Forgotten."

SHELTER AND CLOTHING, by Helen Kinne and Anna M. Cooley.

Macmillan.

This is a textbook of household arts covering an unusually wide range of subjects. It starts with the home and the house and goes into the matter of house plans and construction, heating, ventilating and lighting, water supply and disposal of waste, home-decoration and furnishing. The authors not only tell what but why, and many agreeable sketches and pictures illustrate the points which they make so well. The second part of the book, which is about three quarters of the volume in bulk, takes up the subject of textiles and clothing. The authors describe the special values of cotton, flax, wool and silk, and give some elementary knowledge of production and manufacture. Simple directions are given for making patterns and cutting and making garments. In the description of dress, suggestions are made as to costume-designing, the hygiene and economics of dress, the care and repair of clothing. There is also a chapter on millinery.

III. REMINISCENCES OF CHILDHOOD

"Still the weight will find a leaven,
Still the spoiler's hand is slow,
While the Future has its Heaven,
And the Past, its Long-ago."

—*Lord Houghton.*

Many persons are instructed more by graphic pictures of home life than by scientific theories upon the subject. Two standards upon boyhood reminiscences are those by Howells and Warner. Childhood is seen through the veil of poetry by Canton, Grahame and Una Hunt. The best description of grown-up children is

in Mrs. Gillmore's book. Little girls were never portrayed better than in "Emmy Lou." "Penrod" gives us the real boy.

BEING A BOY, by Charles Dudley Warner. *Houghton.*

An elderly boy's reminiscences and reflections upon his boyhood, which he lovingly remembers. Full of dry, unexpected humor.

THE BELIEVING YEARS, by Edmund L. Pearson. *Macmillan.*

"The Believing Years" is a book of recollections of boyhood, full of a whimsical humor and gentle satire which will make the "grown up" turn back to his own youth and refresh himself in a reminiscent view of his own believing years.

A BOY I KNEW, AND FOUR DOGS, by Laurence Hutton. *Harper.*

The author says, "These histories are absolutely true from beginning to end, nothing has been invented, no incident has been palliated or elaborated." For this reason the reader feels that he gets nearer to the real life of a child than if the author's imagination had enveloped his childhood with a golden haze.

A BOY'S TOWN, by William Dean Howells. *Harper.*

Humorous account of the author's boyhood in a southern Ohio town.

THE CHILD IN THE HOUSE, by Walter Pater. *Putnam.*

No more beautifully written picture has ever been made of the life of a shy and sensitive child than this. The style of Pater is as carefully cut as a cameo. The book will not appeal to all readers, but parents of children with natures like his will find it wonderfully interpretive.

THE COURT OF BOYVILLE, by William Allen White. *Doubleday.*

"The way to Boyville" lies through a country town inhabited by small, all important, unscrupulous, not overclean, barefoot boys; also by a few parents, guardians, dogs and other cattle.

DAY BEFORE YESTERDAY, and BEYOND CHANCE OF CHANGE, by Sarah Andrew Shafer. *Macmillan.*

Two delightful books, not so well known as they ought to be, perhaps because of their undescriptive titles. They give various incidents and adventures of childhood in which they reveal the unexpected sensitiveness and influences, expressive sometimes of pathos and sometimes of humor.

EMMY LOU, by "George Madden Martin." *Grosset & Dunlap.*

A lovesome account of a little girl from nine to twelve, from the early days of arithmetic until she discovers that she is pretty. The author seems to have come close to understanding a lassie's heart. Much delightful humor runs through the pages.

THE GOLDEN AGE, by Kenneth Grahame.

Jno. Lane.

Reproduction of the child's world by one of the rare men to whom a child's point of view still remains accessible.

THE INVISIBLE PLAYMATE, by William Canton.

Dutton.

With this little book are bound two others, entitled: "W. V., Her Book," and "In Memory of W. V." A tender and poetic reminiscence of the author's little daughter. There are many sweet sayings and charming verses, but the greatest value of the book to a parent is in its description of a companionship between father and little daughter which is ideal in insight and scope. The literary style is simple and beautiful and the book is already an English classic.

A NEW ENGLAND BOYHOOD, by Edward Everett Hale. *Little.*

Almost a standard book, from the life of a Boston boy in the middle of the last century, written in that pleasantly rambling style which is Dr. Hale's characteristic.

A NEW ENGLAND GIRLHOOD, by Lucy Larcom.

Houghton.

The companion volume to Dr. Hale's "A New England Boyhood," giving a chapter out of New England life in the days before factory work became slavery. It is a charming picture of an ambitious girlhood in the transcendental period.

PENROD, by Booth Tarkington.

Doubleday.

This certainly is the boy-book of the year, if not for several years. These somewhat disconnected studies in the spirit and adventures of a very lively boy have all the humor of Mark Twain with none of his unregulated license. Some of the descriptions are almost dropped to the level of farce, but the chapter which tells about how Penrod is introduced in a play to represent Sir Lancelot, in a pageant of the Table Round, is the funniest thing that has happened in a long time. There is only one chapter which suggests any measure of parental sympathy and understanding with Penrod, but boys everywhere will be treated more considerately for a long time wherever "Penrod" has been read.

PHOEBE AND ERNEST, by Inez Hayne Gillmore.

Holt.

Those who laughed over these descriptions of the high school and

college life and social experiences of this brother and sister when they appeared in one of our popular magazines will not need to be reminded that Mrs. Gilmore has given us here one of the most wholesome pictures of the life of maturing boyhood and girlhood which has been painted in America. Many a parent of adolescents will gain from this book a deeper thoughtfulness and wisdom in dealing with the new feelings and instincts that appear in the closing years of childhood.

UNA MARY, by Una Hunt.

Scribner.

President G. Stanley Hall regards this as the most remarkable book of reminiscences of a childhood published in our generation. It is a series of memories of the second self of a little girl, and emphasizes her superstitions, her fancies, her fears and her lonely and unrevealed mental life.

THE VERY LITTLE PERSON, by Mary Heaton Vorse. *Houghton.*

This is the attractive history of the emotions and experiences of a young father and mother during the first years of "The Very Little Person's" life.

YOUTH'S ENCOUNTER, by Compton Mackenzie.

Appleton.

Whatever may be the other merits of this story it is an extraordinary human document. It seems hardly exaggeration to state that it is the most detailed and vivid account of the feelings and actuating motives of boyhood from early youth to college days that is available. Indeed the detail is so extended that it is at times tiresome as a narrative, but not so as biographical material to the student of childhood. It is the story of a neglected and lonely boy who meets and falls a prey to the passions and temptations of youth, yet who retrieves himself and promises a splendid manhood. The parent of boys who wishes to understand their experiences and who cannot seem to do so from recollection will find valuable reinforcement in this work of fiction.

IV. CHILD STUDY

"There are some ways in which we can play on an instrument, and some ways in which we cannot. Instead of blaming the instrument we had better learn the stops."—W. H. P. Faunce.

Dr. Tracy's volume studies the child from the viewpoint of psychology, Drummond's and Sully's from the standpoint of what the child does. Mrs. Mumford's book gives an orderly outline of child development, especially emphasizing the moral side. Mrs. Birney's book is practical, and old-fashioned, in the best

sense. Kirkpatrick has written two books, not so simple as the others, in one of which, "Fundamentals of Child Study," he studies the universal child, discussing particularly the development of his instincts. In his other book, "The Individual in the Making," he goes over the same ground from the basis of the individual child. Miss Shinn's book is our finest upon the child until he is a year old, and Dr. Major's upon the child until the end of the third year. Read Sully on children up to six.

THE ADOLESCENT, by J. W. Slaughter. *Allen* (London).

An astonishingly fruitful little book upon an important subject. The author avoids the note of alarm which underlies much writing on this subject and speaks very instructively and hopefully upon many of the home problems of this period.

***THE BIOGRAPHY OF A BABY,** by M. W. Shinn. *Houghton.*

A charming simple study of the first year of a child's development. Baby Biography in General. The New Born Baby—Structure and Movements. Sensations and Consciousness. The Earliest Developments. Beginnings of Emotion and Progress in Sense Powers. Progress Toward Grasping. She Learns to Grasp, and Discovers the World of Things. The Era of Handling Things. The Dawn of Intelligence. Beginnings of Locomotion. Creeping and Standing. Rudiments of Speech, Climbing and Progress Toward Walking, Walking Alone, Developing Intelligence.

THE CHILD AND HIS RELIGION, by George E. Dawson.

University of Chicago.

The author discusses how the doctrine of interest can be adopted for religious education during a child's mental and physical development. Children, naturally religious, instinctively endow the world and its apparently inanimate parts with life and thoughts similar to their own and thereby gain companionship with such objects as woods, trees, their own toys and heavenly bodies. Considering the Bible's claim as a primary source of principles necessary to understanding of Christian civilization, Dr. Dawson includes interesting statistics in regard to children's preferences in Bible reading. He holds that a child may be bewildered between scientific and religious instruction unless he is taught a God who can be identified with his own natural world.

CHILDHOOD, by Mrs. Theodore Birney.

Stokes.

Of this valuable book, Dr. Stanley Hall says: "The author has a head and heart so full of motherhood and so freighted with its lessons, and

with the new and higher sense of its meaning that she has found the right way by intuition" . . . The book presents in unusually attractive, clear and forcible English the substance of what parents most need to know in order to make their influence more felt for good upon the rising generation. "Mrs. Birney was founder of the National Congress of Mothers." The book is unusual in its simplicity, its common-sense dealing with the problems of home life. It is written by a mother who knows whereof she speaks because she has practiced what she preaches.

THE DAWN OF CHARACTER, by Edith E. Read Mumford.

Longmans.

A Study of Child Life. An endeavor to interpret the child's experiences from his own point of view. Further, the author justifies discipline in that by helping the boy to overcome the difficulties of his nature it not only increases his mental and moral efficiency as he grows to manhood, but adds to the fullness and joy of his life while he is yet young.

1. A Plea for a Closer Study of Child Life.
2. The Contents of the Child's Mind.
3. The Growth of the Child's Mind.
4. The Growth of Imagination.
5. The Law of Habit.
6. The Growth of Habits.
7. The Development of the Will.
8. The Training of the Will.
9. The Place of Punishment in Education.
10. Freedom Within the Law.
11. Childish Curiosity.
12. The Dawn of Religion.
13. Some Different Types of Children.
14. The Child's Point of View.

THE DEVELOPMENT OF THE CHILD, by Nathan Oppenheim.

Macmillan.

Dr. Oppenheim has small patience with much of the accepted theory of heredity and a large belief in the development that comes from environment. He would deepen the conviction in the mind of parents that the final outcome of children's lives depends upon the influence that parents or guardians provide. There is some valuable material on "Facts in Comparative Development," and a chapter on the "Place of Primary Schools" presents the strength and weakness of the kindergarten idea. Dr. Oppenheim would have the requirements of the word "kindergarten" fulfilled and have the sessions held in a garden rather than in the "unlovely walls of a bleak room." This volume would be of no little value to the student of present-day conditions in education.

FIRST STEPS IN MENTAL GROWTH, by David R. Major.

Macmillan.

Dr. Major presents a series of studies adapted to parents and teachers interested in mental development. The studies are gathered

from observation of the author's own child from his birth to the end of his third year and the deductions were gathered in the opportunities offered for such close intimacy with his own offspring. The development of movement, sight, expression of feelings, memory and language are closely followed with interesting observations noted at the time.

FUNDAMENTALS OF CHILD STUDY, by E. A. Kirkpatrick.

Macmillan.

This book is "the fruit of fourteen years' experience in studying and teaching child study, and of seven years' experience as a father," and is "a discussion of instincts and other factors in human development with practical applications, and is designed to aid investigators, students, teachers and parents in their investigations in child psychology."

A Discussion of Instincts and Other Factors in Human Development:
1. Nature, Scope and Problems of Child Study. 2. Physical Growth and Development. 3. Native Motor Activities and General Order of Development. 4. Classification of Instincts. 5. The Early Development of the Human Infant. 6. Development of Individual Instincts. 7. Development of the Parental and Social Instincts. 8. Development of Adaptive Instincts—Imitation. 9. Development of Adaptive Instincts—Play. 10. Development of Adaptive Instincts—Curiosity. 11. Development of Instincts—Regulative. 12. Development of Instincts—Various Resultant Instincts and Feelings. 13. Development of Instincts—The Expressive Instinct. 14. Development of Intellect. 15. Heredity. 16. Individuality. 17. Abnormalities. 18. Child Study Applied in Schools.

THE HIGH SCHOOL AGE, by Irving King.

Bobbs-Merrill.

The author calls attention to two important facts: one that girls mature more rapidly than do boys, especially during the first two years of high school; and the other that there is often a difference of at least three years in the physical and mental maturity of two boys of the same chronological age. He shows that the plan of teaching girls in separate classes and of separating boys of the same physiological age in the same room has increased the effectiveness of high school teaching. The author discusses the mental changes of the teens as explaining the restlessness of youth and its dissatisfaction with school life. One chapter is full of interesting testimonies of young people who have themselves recently passed through the high school period, as to their attitude toward life during those years. Dr. King is convinced that the problem of keeping young people in school during these years is chiefly the problem of the teacher. He makes a study of the economic relations and social interests of the high school pupils, noting, for

example, that in certain schools it was discovered that 59 per cent. of the boys and girls spent less than four evenings a week at home. He shows, as one would expect, that those pupils are seldom able to pass their grades. He gives an encouraging report of the large proportion of young people who, during the high school years, have a serious view of life and are willing to work. In the last chapter he brings out some miscellaneous difficulties which the high school faces.

*THE INDIVIDUAL IN THE MAKING, by E. A. Kirkpatrick.

Houghton.

"This book is an attempt to trace the development of the child's mind as a whole through various stages. The educator, like the mariner, needs a chart by which he may guide the child into the most favoring channels and past the most serious dangers that are found in each stage of development, from childhood to maturity. The author . . . believes that the descriptions and suggestions herein given lead toward the truth."

PART 1. General Principles of Subjective Development. CHAP. 1. The Personal. 2. Interest. PART 2. Stages of Development. CHAP. 3. General Description. 4. The Pre-Social Period. 5. Imitating and Socializing Stage. 6. Period of Individualization. 7. Period of Competitive Socialization and Regulation. 8. The Pubertal or Early Adolescent Period. 9. Later Adolescence. PART 3. Relation of Stages of Development to Education. CHAP. 10. Function of Education. 11. All Materials and Methods at Different Periods.

*AN INTRODUCTION TO CHILD STUDY, by W. B. Drummond.

Longmans.

The author does not aim either originality or thoroughness, but this is a simple and sensible book, of English origin, for those who wish to understand their own children through a study of childhood. The author begins with statements especially reassuring to parents. There is a good chapter with the title "How to Study a Baby." He goes on to discuss the facts of growth, the development of the senses and the nervous system, the instincts of children and their relation to habits, the interests of children and their relation to education, forms of expression from moral characteristics, the religion of the child, and peculiar and exceptional children.

OUTLINE OF CHILD STUDY, by William A. McKeever.

Macmillan.

This helpful book is in three parts. The first part tells how to organize a parents' club or a parent-teacher association. The second part gives over a hundred programs, sub-topics, suggestions and care-

ful book references. The third part gives three lists of reference books for such clubs, the first a small standard library, the second a larger bookshelf, and the third a longer list in a general field.

THE PSYCHOLOGY OF CHILDHOOD, by Frederick Tracy and Joseph Stimpfli. *Heath.*

There is no better short book upon child study from a psychological standpoint than this. The authors take up in turn the development of the senses, the intellect, the feelings, the will, language-power, and the aesthetic, moral and religious ideas of children. The last chapter is upon psychopathic conditions in child life. Although scholarly, the book contains many illustrations from lives of individual children. In the seventh edition, published in 1909, the book has been enlarged and its references brought up to date.

STUDIES OF CHILDHOOD, by James Sully. *Appleton.*

A very charming book, full of valuable observations, particularly of children up to six. Contents: Age of Imagination, Dawn of Reason, Products of Childthought, The Little Linguist, Subject to Fear, Raw Material of Morality, Under Law; Child Artist; The Young Draughtsman; Extracts from a Father's Diary, George Sand's Childhood; Bibliography.

V. PSYCHOLOGY

HOW WE THINK, by John Dewey. *Heath.*

Dr. Dewey's close contact with the child through his laboratory school has equipped him to give us a most accurate and simple discussion of this important topic. Each parent and teacher needs to know how a child does his thinking before he tries to help him in the processes of thought. Some of the chapters are as follows: "What is Thought?" "Natural Resources in Training of Thought," "School Conditions and the Training of Thought," "The Means and End of Mental Training."

MIND IN THE MAKING, by Edgar A. Guest. *Scribner.*

Standards of human power; cultural tendencies of boys; the school and the individual; reflex neurosis and their relation to development; some nervous disturbances of development; the psychology of learning; the racial brain and education; experimental pedagogy; school-mastering education; man's education; reconstruction of nature.

STORY OF THE MIND, by J. Baldwin. *Appleton.*

Authoritative; not too dry or technical for an ordinary reader to understand and enjoy.

VI. BOOKS FOR PARENTS OF YOUNG CHILDREN

"Would ye learn the road to Laughtertown,
 O ye who have lost the way?
 Would ye have a young heart though your hair be gray?
 Go learn from a little child each day.
 Go serve his wants and play his play,
 And catch the lilt of laughter gay,
 And follow his dancing feet as they stray;
 For he knows the road to Laughtertown,
 O ye who have lost the way."

—*Katharine O. Blake.*

Perhaps, on the whole, the most satisfactory compendium for the physical care of children is Griffith's. Kerr discusses not only the physical but also the educational and moral problem. Holt's book is convenient because it is in catechism form and is easy of reference. For the average mother, the best comprehension of the Montessori method may be obtained from Mrs. Fisher. Mrs. Chenery's little book upon the training of young children is in delightful story form and is very practical.

NOTE.—See also the divisions, "Kindergarten Methods" and "Physical Problems."

***AS THE TWIG IS BENT**, by Susan Chenery. *Houghton.*

A book of special interest to parents of young children. It treats of the first seven years of the child's life and deals largely with the cultivation of character, the teaching of truthfulness, obedience, honor and reverence. It is an account of a visit to a young mother, and of the conversations that naturally turned on children and the wisest course to start them on their journey.

The best thing in the book is the sane and balanced character of the mother, whose ideas of discipline are happily free from the false sentimentality which often creeps into books of this type.

1. Why It Was Written. 2. Truth and Honor. 3. Growth of Unselfishness. 4. Concerning Obedience. 5. Culture of the Child's Love. 6. Parental Sympathy. 7. Thrift. 8. Temper. 9. Habits. 10. Work and Pay. 11. The Child's Happiness. 12. The Child's Thought of Death. 13. The Child's Religion. 14. A Final Talk With Helen.

BABY CLOTHING, by Willena Hitchings and Della Thompson Lutes, *Stokes.*

An ingenious little book accompanied by an envelope containing a score of paper patterns for babies' dresses. It shows how to make easy

the transition from long to short clothes, and how to make in the home all the articles of children's apparel. The publishers announce that, in later editions, new patterns will be furnished as fashions change.

THE CARE AND FEEDING OF CHILDREN, by L. Emmett Holt, M. D.
Appleton.

An authoritative catechism for the use of mothers and children's nurses. A most valuable book.

1. The Care of Children.—Each Chapter is divided into sub-heads relating to subjects included in chapter head. 2. Infant Feeding.—From birth to third year. 3. The Diet of Older Children.—Including food formulas and general rules to be observed in feeding. 4. Miscellaneous.—Concerning the simple and contagious diseases, etc.

THE CARE AND TRAINING OF CHILDREN, by Le Grand Kerr, M.D.
Funk.

Dr. Kerr is a prominent Brooklyn physician of many years' experience. This book concerns the *mental* and *moral* training of children as well as their care in both sickness and health. He tells how many children's illnesses may be prevented and a vigorous growth secured. He insists strongly on the differences in children, even in those having the same parents; he points to the need for recognizing these differences in all questions of medical treatment and upbringing. *This is essentially a parents' book.*

1. In the Child's Room. 2. Clothing. 3. Diet. 4. Bathing. 5. Sleep. 6. The Bowels. 7. The Teeth. 8. Weight and Height. 9. Education at Home and in the Kindergarten. 10. Education at School. 11. The Relations of the Parent to the Child. 12. Government of the Child. 13. Punishment. 14. Gentle Methods in Government. 15. The Moral Failings of Nervous Children. 16. The Child's Literature. 17. The Child's Friends. 18. The Child's Amusements. 19. The Child's Possessions. 20. The Question of Sex. 21. Evil Habits.

***CARE OF THE BABY**, by J. P. C. Griffith, M.D. *Saunders.*

Manual for mothers and nurses, containing practical directions for the management of infancy and childhood in health and in disease.

1. Before the Baby Comes. 2. The Baby. 3. The Baby's Growth. 4. The Baby's Toilet. 5. The Baby's Clothes. 6. Feeding the Baby. 7. Sleep. 8. Exercise and Training—Physical, Mental, Moral. 9. The Baby's Nurses. 10. The Baby's Room. 11. The Sick Baby.

CHILD TRAINING, by V. M. Hillyer. *Century.*

A book especially intended to show mothers how to teach their chil-

dren under school age at home. It will be found useful by the average parent because it is so explicit. It does not advocate very much formal instruction but goes very carefully into the various drills for the purpose of developing good habits, physical training, rhythmic art, free play and homely occupations. Programs are suggested for daily use in the home or in small groups of gathered children.

EDUCATING THE CHILD AT HOME, by Ella Frances Lynch.

Harper.

The sub-title of this book might be called its motto: "Personal Training and the Work Habit." The author does not seem to think that all the various play methods, which are being advocated, are necessary in order to stimulate interest among young children in study.

That interest, she thinks, is already latent. She also believes that the average mother is competent to do this work, and that even up to the tenth year the child is better off at home than when herded with other children for long hours in the public schools. She discusses in a practical way how to teach English, spelling, arithmetic, writing, drawing and observation. But best of all, how to evolve the working habit.

FATHER AND BABY PLAYS, by Emilie Pousson.

Century.

This unique book of simple rhymes for father's playtime with baby is full of excellent suggestion for the gala hours in the home life. Miss Pousson has made happy adaptation of the tossing, jumping, climbing, pick-a-back and romping plays which are the universal expression of the father's playtime with the children.

HOME NURSING, by Isabel Macdonald.

Macmillan.

Every mother often wishes she might have an authoritative small book to help her in the care of her children when they especially need her attention and when she does not desire to call in outside assistance. The book is very explicit and may be depended upon.

***A MONTESSORI MOTHER**, by Dorothy Canfield Fisher. *Holt.*

An American mother, who has been intimately associated with Dr. Montessori—to whom, by permission, this book is dedicated—tells what American mothers, and many teachers, want to know about the Montessori apparatus, its use in the home, possible American substitutes, and the general principles underlying this new system of training young children.

Intended to aid the American mother of average education to improve the condition of her little children's lives now, before they grow up, without waiting for the organization of Montessori schools.

THE MONTESSORI METHOD, by Maria Montessori. *Stokes.*

Dr. Maria Montessori's methods, as practiced in Rome, Paris, New York and elsewhere, have created a sensation in the educational world. The system is the product of years of scientific experiment based not on abstract theories, but on a study of the nature of the individual child. Among the foundation stones of the system are the development of individuality in the child and the careful training of the senses as a basis for future mental associations. This book is an authorized translation of her Italian work, giving a full exposition of her ideas, methods and material.

THE MOTHER'S YEAR-BOOK, by Marion Foster Washburne.*Macmillan.*

Miss Washburne devotes a chapter to each month of the baby's first year, reviewing the conditions of every epoch and what is needed in clothing, diet and exercise to meet them. The mental development to be expected is presented also, and the book will be useful in preparing the inexperienced mother for interesting changes in her baby's mind and body.

THE PROSPECTIVE MOTHER, by J. Morris Slemons. *Appleton.*

This book, written for women who have no special knowledge of medicine, aims to answer the questions which occur to them in the course of pregnancy. Directions for safeguarding their health have been given in detail, and emphasis has been placed upon such measures as may serve to prevent serious complications.

RHYMES FOR LITTLE HANDS, by Maud Burnham. *Bradley.*

A very charming little book of finger plays. The unique thing is that every single motion necessary to portray the charming rhymes is illustrated by a little photograph. This makes it a very practical as well as a very delightful book both for mother and kindergartner. The gesture illustrations progress naturally and easily from one to the other. The fairy rhymes are given for little children too young for a real fairy story. The mother who enters into these plays with animation can have a real good time with her baby and will be teaching it a great deal at the same time.

VII. HOME TRAINING

"The secret of a great parenthood is the habit of incarnation.—*William Byron Forbush.*

A choice list of the best books on child training, a few out of the many. Griggs' is fundamental as to ideals; St. John and

Spiller are admirable brief textbooks; Abbott deals only with children under eight; the remainder are popular handbooks, in the best sense of that term.

THE BOY PROBLEM IN THE HOME, by William Byron Forbush.
Pilgrim Press.

Pays attention especially to three important matters: the problems of home government, sex instruction and discipline, and religious nurture. The book is divided into three parts; the first relating to young children, the second to school children and the third to boys of high school age.

CHILD NATURE AND CHILD NURTURE, by Edward Porter St. John.
Pilgrim Press.

No less stimulating and suggestive than the author's widely appreciated Stories and Story-Telling is this new series of brief outline lessons designed to deal with some of the most important and practical problems that every parent must face. There is not a paragraph but is vigorous, with a broad, spiritual understanding and a strong common-sense. Absolutely practical are the suggestions about dealing with the Punishment of the Child and the Training of the Child in a regard for the property rights of others. The pages are full of questions and suggestions which set in motion new and effective trains of thought.

HOME, SCHOOL AND VACATION, by Annie Winsor Allen.
Houghton.

Every one who has charge of children feels the need from time to time of some reminder about the sequence of childish growth and interest. In this volume the subjects of home interests, school work, and vacation fun and play are set forth in orderly form based on well-established essentials of sound education. The writer has maintained a simple style that will be easy for parent and child to comprehend. The book is characterized by such good sense that it deserves to be better known.

MAKING THE BEST OF OUR CHILDREN, by Mary Wood-Allen.
McClurg.

This is a new presentation—issued in two series—of child study for parents, in which right and wrong methods of training are illustrated through concrete examples of individual cases. Whereas most books on this subject are written by professional psychologists who deal only with general rules, the present work leaves general principles unstated

—though not unimplied—and uses the narrative form. In each chapter the right and wrong ways of dealing with some childish crisis are illustrated, and in the thirty-seven chapters problems arising from babyhood up to adolescence are treated. The first volume deals with young children, the second with older.

(First Series): 1. Two Methods with the Baby (Six Months). 2. Two Young Fathers (Nine Months). 3. Developing Character Traits (Eighteen Months). 4. Teaching Self-Control (Two Years). 5. Training in Obedience (Two Years). 6. Early Attitude Toward House Work (Three Years). 7. Inconsistency Versus Consistency (Three Years). 8. Two Christmas Days (Four Years). 9. The Lesson of Two Lost Children (Four Years). 10. Turmoil or Quiet: A Contrast (Four Years). 11. Two Mothers Shopping (Four Years). 12. Regarding the Doctor's Orders (Five Years). 13. Strife or Harmony (Five Years). 14. Running Away and Its Cure (Five Years). 15. Studying the Child (Six Years). 16. Good and Bad Table Manners (Six Years). 17. Compelling Obedience and Winning It (Six Years). 18. Attitude Toward Christmas Traditions (Seven Years). 19. Contrasting Methods of Busy Mothers (Seven Years). 20. A Wrong and a Right Thanksgiving Day (Eight Years).

(Second Series): 1. Fourth of July (Nine Years). 2. Injustice Versus Justice (Nine Years). 3. Influencing a Boy's Future (Nine Years). 4. The Careless and the Careful Boy (Ten Years). 5. Promptness at Meal-Time (Ten Years). 6. Children's Individuality (Ten Years). 7. Precept and Example (Ten Years). 8. Lessons in Justice and Injustice (Eleven Years). 9. Keeping the Boy on the Farm (Eleven Years). 10. Attitude Towards Servants (Eleven Years). 11. Inculcating Religion (Twelve Years). 12. How Two Mothers Said "No" (Twelve Years). 13. How Two Mothers Solved a Problem (Thirteen Years). 14. Teaching Business Methods (Thirteen Years). 15. Developing Manly Character (Fourteen Years). 16. The Fighting Boy (Fifteen Years). 17. The Ideal Home (Sixteen Years).

MISUNDERSTOOD CHILDREN, by Elizabeth Harrison.

Central Pub.

In her preface this gifted kindergartner says: "It is for the sake of these 'might bes' in each human soul that I plead for a better and more sympathetic understanding of children." The home life incidents of misunderstood children which are drawn from the author's own rich personal observation of child life will prove a strong plea with thoughtful mothers for a more sensitive and intelligent understanding of their children.

Foreword: 1. Sammie's Prayer. 2. The Boy Who Hated School. 3. Little Mary. 4. The Twins. 5. For Father's Amusement. 6. A Sunday Morning Diversion. 7. The Geography Lesson. 8. The Sand

Pile. 9. A Shop Scene. 10. Jack and the Ally Boys. 11. The Boy and The Scarlet Coat. 12. Katie MacMahon. 13. A Starved Soul. 14. Daughters of Men. 15. Herbert at His Grandmother's. 16. Gertrude's Story. 17. Miss Eleanor's Garden.

***MORAL EDUCATION**, by Edward Howard Griggs. *Huebsch.*

As stated in the Introduction: "The aim of this book has been to see steadily and wholly both human life and the process of moral culture which leads to it and makes possible the happiest and most helpful living. . . . The present work is not a text for children, but is intended as a guide for parents and teachers and as an effort at a complete and inclusive view of the problems for all who are interested in moral culture." The aim is well and beautifully fulfilled. It is an excellent book.

ON THE TRAINING OF PARENTS, by Ernest H. Abbott.

Houghton.

This little volume contains a series of essays which mark out important laws of child life and principles of child training, illustrated by interesting personal narrative.

1. Spasm and Habit.
2. The Will and the Way.
3. By Rule of Wit.
4. Peace at a Price.
5. For 'Tis Their Nature To.
6. The Beginning of Wisdom.

THAT BOY OF YOURS, by James S. Kirtley.

Doran.

Parents and teachers of boys will profit by the sympathetic view of boyhood taken by Mr. Kirtley, who takes the ground that there are no bad boys and that boys are made bad by misunderstanding. He discusses the morals, body, mind, religion, failings and home associations and brings all these things before grown-up eyes from the standpoint of the boy himself. In these days of the new view taken by social workers and educators in regard to boys and their tendencies and development, a book like this is sure to prove of value.

1. His Table of Contents.
2. His Body.
3. His Appetite.
4. His Curiosity.
5. His Power of Imitation.
6. His Imagination.
7. Past and Future.
8. His Ills and Epochs.
9. His Sports.
10. His Employments.
11. His Possessions.
12. His Spare Time.
13. His Looks.
14. His Gang.
15. His Chums.
16. His Heroes.
17. His Sweethearts.
18. Forming His Habits.
19. Cultivating His Will.
20. Being His Own Man.
21. The Boy Prodigy.
22. Organizing Boys.
23. His Motives.
24. His Failings.
25. His Punishments.
26. His Troubles.
27. Three Perils.
28. His Home.
29. His Room.
30. His Father.
31. His Brother and Sister.
32. His Reading.
33. His Teacher.
34. His Long Apprenticeship.
35. His College Life.
36. His Vocation.
37. His Religion.

TRAINING THE BOY, by William A. McKeever. *Macmillan.*

The motto of this book may be expressed in these words: "Train the whole boy and not merely a part of him." In writing this book, the author has therefore sketched a practical plan for rounding out the whole boy, placing the emphasis upon all rather than some of the forces necessary for such complete training.

PART I—Industrial Training: 1. The Pre-school Development. 2. The Public School and Adjustment. 3. Vacation Employment. 4. Vacation Employment—Continued. 5. Serious Industrial Employment. 6. Sending the Youth to College. PART II—Social Training: 7. Play and Playthings. 8. Play and Playthings—Continued. 9. Juvenile Recreation. 10. Boy Scouts and the Call of the Wild. 11. Social Experiences. PART III—Habit Training: 12. Laying a Sure Foundation. 13. Fighting the Tobacco Habit. 14. Fighting the Liquor Habit. 15. Combating the Sex Evil. PART IV—Vocational Training: 16. The New Vocational Ideal. 17. Methods of Vocational Guidance. 18. Vocational Training School for Boys. 19. Getting Started in Business. PART V.—Service Training: 20. The Preparation for Citizenship. 21. The Preparation for Social Service. 22. Preparation for Home Life. 23. Preparation for Marriage and Parenthood. 24. Preparation for the Religious Life.

TRAINING THE GIRL, by William A. McKeever. *Macmillan.*

Wholesomeness is characteristic of all that Prof. McKeever writes. In this volume, which is a companion to his "Training the Boy," he discusses the life of the girl under four headings: industrial training, vocational training, social training and service training. Perhaps the key to this view of girl nature and the future of womanhood is indicated by the word "homemindedness" which he has coined. It is evident that he is still somewhat old-fashioned in his belief that the home is to continue to be largely the sphere of the woman.

THE TRAINING OF THE CHILD, by G. Spiller. *Dodge.*

This little parent's manual of less than one hundred pages, from an English source, is packed full of practical suggestions upon the problems of home training from birth to maturity. The author does not hesitate to touch upon the homeliest matters and he deals with everything with good sense.

YOUR CHILD TO-DAY AND To-MORROW, by Sidonie Matzner Gruenberg. *Lippincott.*

Mrs. Gruenberg is a mother who has made an earnest study of the literature of childhood. She deals with the usual problems discussed in mothers' books, but with unusual good sense backed by a fund of in-

formation which appears rather as a background than in the form of frequent citation. Especially valuable are her chapters upon some of the mental problems which the mother faces in the home.

VIII. PHYSICAL PROBLEMS

"We thank Thee, O Source of Life, for the lordly gift of Bread. It comes from sunshine and man's labor. May we eat it in love, and thus possess Thy Sunshine within our souls.—*Charles Wagner*.

Mrs. Campbell's book deals with all the physical problems from birth to maturity. Galbraith covers simply the physical problems of a woman. Of Hutchinson's books, "The Child's Day" is the shortest and simplest and deals with the hygiene of every day. His "We and Our Children" is most readable upon the physical problems, while his "Handbook of Health" is more general.

THE CARE OF THE CHILD IN HEALTH, by Nathan Oppenheim.

Macmillan.

This is not a new book, but since it has escaped review in many of our periodicals, its merit deserves attention at this time. The writer, who is an eminent specialist in the education, as well as the medical care of children, writes upon the usual subjects connected with the care of babies. The special value of this book is that Dr. Oppenheim gives reasons for everything which he advocates. In addition to the themes connected with the feeding, bathing and sleeping, the author takes up the neglected subjects of exercise, habit-forming and the earliest methods of education.

*THE CHILD'S DAY, by Woods Hutchinson, M.D. *Houghton.*

A book for children, but most desirable for the mother to read with the younger children in the home. It begins with the children's morning and gives the most practical suggestions about exercise before breakfast, bathing and brushing, food habits, hygienic habits in school and the whole practical side of physiology and hygiene which a child has the opportunity to practice during any day of his life.

FOOD, by Edith Greer.

Ginn.

A useful and practical book giving an introduction to the science of nutrition, the common foods used in the home and suggesting dietaries for household use.

THE FOUR EPOCHS OF WOMAN'S LIFE, by Anna M. Galbraith,
M.D. *Saunders.*

The four eras discussed are maidenhood, marriage, maternity, and the menopause. This is a book upon personal hygiene for women, especially for wives and mothers. It discusses every intimate question of woman's life from the side of hygiene and prevention rather than that of medicine and cure. The facts in the first section are those which are suitable to be communicated by a mother to her growing daughters.

***GROWTH AND EDUCATION,** by J. M. Tyler. *Houghton.*

An excellent and sensible book upon many problems connected with the growth of children from birth to the close of school days. Professor Tyler has especially emphasized the necessity of avoiding overstrain by girls during the period of their most rapid growth and changes. He also calls attention to the very close relation between physical development and moral strength.

HANDBOOK OF HEALTH, by Woods Hutchinson, M.D.*Houghton.*

The author says in his foreword: "The attempt has been to write a little handbook of practical instruction for the running of the human automobile with just enough description of its machinery to enable a beginner to fuel it, run it and make roadside repairs!" The book is a practical handwork on physiology and is written by one of the most eminent health specialists of the day.

THE HYGIENE OF THE CHILD, by Lewis M. Terman. *Houghton.*

The author shows what the schools are endeavoring to do in Educational Hygiene, and plainly states what may be done by the home. The opportunities for co-operation are plainly pointed out. A chapter which has attracted wide attention is the one upon "The Sleep of School Children."

***PRACTICAL MOTHERHOOD,** by Helen Y. Campbell. *Longmans.*

A most comprehensive book of over five hundred pages, dealing with every physical problem and some of the moral problems of mothers and children from birth to maturity. The first part is devoted to the treatment of the prospective mother and the unborn baby; the second part to feeding in infancy and childhood; the third part to difficulties and illness in infancy and childhood; the fourth part gives a short sketch of child development, and has chapters upon early training, early education, nature study and first lessons. There are sensible hints upon home play and occupations, children's songs and pets and

gardens, etc. The fifth part is devoted to the school age, and has chapters upon the care of the school child, the higher training of the school child, and puberty and sex training. There is an excellent index.

WE AND OUR CHILDREN, by Woods Hutchinson, M.D.

Doubleday.

Woods Hutchinson is the Bernard Shaw of the literature of popular hygiene. Some physicians say that he is unreliable, but the net result of reading his bright, paradoxical essays is usually not far from normal. In this sensible book he deals with many physical problems of the home, such as "Babies as Bulbs," "The Nursery Age," "The Sweet Tooth," "Feeding the Human Caterpillar," "The American Mother," and "The Delicate Child." Many a parent who would not read a textbook of hygiene will read, mark, digest and inwardly enjoy these chapters.

THE YOUNG MOTHER'S HANDBOOK, by Marianna Wheeler.

Harper.

This is not a "doctor book," but a little manual on the various problems of diet, health and care which cause the young mother frequent perplexity. It is a book of prevention. It takes up many homely little difficulties in a way most assuring to the amateur parent.

IX. KINDERGARTEN METHODS

"This being 'the sort of person to be with children' is a very great secret."—*Marie Hofer.*

This list of books contains several standard treatises on the kindergarten, two or three books on the application of the kindergarten to the home, and a few upon child life as seen from the kindergarten standpoint. The books by Newman and Smith upon the home kindergarten are commended. Miss Harrison and Miss Pousson give us knowledge of child life in the home as seen from kindergarten windows.

CHILDREN'S RIGHTS, by Kate Douglas Wiggin.

Houghton.

A book of nursery logic.

1. The Rights of the Child.
2. Children's Plays.
3. Children's Playthings.
4. What Shall Children Read?
5. Children's Stories.
6. The Relation of the Kindergarten to Social Reform.
7. How Shall We Govern Our Children?
8. The Magic of "Together."
9. The Relation of the Kindergarten to the Public Schools.
10. Other People's Children.

A GUIDE TO THE MONTESSORI METHOD, by Ellen Yale Stevens.
Stokes.

The special distinction of this book is that it endeavors to test the theories and methods of Madame Montessori by the principles of modern child psychology, so as to make an accurate estimate of their value. Mrs. Stevens does this carefully and, apparently, impartially, and makes many useful suggestions to mothers as to the improvement of the methods so as to adapt them to the conditions of American children. There is danger that parents will carelessly adopt the methods and lose the spirit of this as with other popular educational movements. The reading of this book would be an antidote to this difficulty.

THE HOME MADE KINDERGARTEN, by Nora A. Smith.
Houghton.

This book holds many helpful and practical suggestions as to how a busy mother, "on the rolling prairie, the far-off ranches, the rocky island, in the lonely lighthouse, the frontier settlement, the high-perched mining camp," or the small apartment, may utilize the kindergarten principle and ideas in her children's lives by way of simple occupation and worth-while amusement.

HOME OCCUPATIONS FOR BOYS AND GIRLS, by Bertha Johnston.
Jacobs.

This volume is largely a book of suggestion. The ideas offered have been garnered from various sources, including practical experience in the home, actual daily work in the kindergarten, and recollections of the author's own childhood.

THE KINDERGARTEN, by Susan E. Blow, Patty Smith Hill,
Elizabeth Harrison.
Houghton.

This contains the reports of a special committee of nineteen made to the International Kindergarten Union. It summarizes the latest educational thought concerning the kindergarten and also contains the best and freshest work of our three greatest specialists. It must be regarded for some time to come as our best book upon this subject.

THE KINDERGARTEN AT HOME, by V. M. Hillyer.
Baker & Taylor.

This is not a book on kindergarten theory, but a practical help to the mother for using the kindergarten materials day by day for a hundred and twenty days, with holidays extra, for little children. There are suitable sketches to show how the work will look when it is finished.

THE KINDERGARTEN IN THE HOME, by Carrie C. Newman.*Page.*

A book for mothers which will help them to understand their children, and aid in their mental and physical development. The book is full of helpful suggestions by one who for over twenty years has been in close touch with children and parents, and who has made a deep study of the principles and methods of Froebel and his exponents.

1. The First Gift.
2. Play With the Limbs.
3. The Falling Game.
4. The Constructive Faculty.
5. Christmas in the Home.
6. A Bowl of Bread and Milk.
7. The Mirror of Nature.

LETTERS TO A MOTHER ON THE PHILOSOPHY OF FROEBEL, by Susan E. Blow. . *Appleton.*

To those who have sat bewildered by words intended to explain the Motherplay these simple, direct teachings will be a revelation.

1. Heart Insight.
2. Self-Making.
3. From Wind to Spirit.
4. Making by Unmaking.
5. Heaven's First Law.
6. The Revelation of Sense.
7. The Soul of the Flower.
8. The Discovery of Life.
9. The Prophecy of Freedom.

LOVE AND LAW IN CHILD TRAINING, by Emilie Pousson.*Bradley.*

Miss Pousson has here taken from a rich store of knowledge and experience a few ideas which she sets forth in practical and inspiring form. She shows how play educates the baby, how kindergarten principles may be applied in the home, what virtues may be implanted early in life, etc.

1. How Play Educates the Baby.
2. From Play to Earnest.
3. The Application of Kindergarten Principles in the Child's Home Life.
4. From Nursery to Kindergarten and Why.
5. Early Virtues.
6. A Few Hints on Keeping Christmas.
7. The Kindergarten Christmas Tree Transplanted to the Home.
8. The Santa Claus Question. By Laura E. Pousson.
9. Mrs. Ponsonby's Experiment.
10. Concerning a Few Books on Child Training.

RHYMES FOR LITTLE HANDS, by Maud Burnham. *Bradley.*

This little book of finger play is especially charming because every motion is illustrated by actual photographs of the lovely hands of little children. Each play has its own short and simple rhyme.

X. SCHOOL AND EDUCATIONAL PROBLEMS

"The one essential purpose of education is to set an individual going from within; to start his machinery, so that he will run himself."—
Ray Stannard Baker.

This division does not claim to be a complete bibliography of the modern books on pedagogy; it is rather a carefully chosen list of recent books upon the current educational thought and upon some of the special problems that interest the parent and the teacher. The ordinary school teacher will find this a handy list of the books that will give her direct inspiration and information for the work of every day. Teachers who request will be helped by the Institute to more scholarly individual courses of reading, with page-references to particular topics if desired.

These forty books fall into several classes. The philosophy of education is discussed by O'Shea, Hanus, Thorndike, Graves, Bolton, Munroe and Hall. Bolton's book covers the modern philosophy of modern education in the most comprehensive way. Munroe voices the demands of the present. O'Shea discusses separate phases; Hall, in his shorter and longer treatises, in his brilliant and provocative fashion, alternately inspires and raises questions.

The relation of the school to society is discussed by Smith, King, Dewey and O'Shea. Dewey's book is the shortest and has been the most influential. Smith's is most readable.

Child study applied, or experimental pedagogy, is discussed in all the books by Stanley Hall.

Endeavor has been made to select one good book upon each of the special problems of education. For example, the Gesells upon the primary child, O'Shea upon manual education, DuBois upon the point of contact, De Garmo upon interest, Mark upon personality, Ayres and Shields upon problems of backwardness, Perry upon the social uses of the school, Earhart and McMurray upon learning how to study, Carney upon the country school, etc. Mrs. Grice deals with the necessity of relating the home and the school.

Of talks to teachers, the most famous are those of James. Equally inspiring is the book by Professor Phelps.

PHILOSOPHY OF EDUCATION

ASPECTS OF EDUCATION, by G. Stanley Hall and others. *Ginn.*

A collection of some of the child study material which has been

gathered by President Hall and his fellow students. The topics are unrelated, but each of them is a practical approach to some real problem of the developing child. No doubt the most useful chapter in the book is the last one, in which President Hall gives a careful reminiscence of his boyhood in a hill town fifty years ago. This picture of the wholesomeness of life in a simple civilization is of greater value to the parent of to-day who is trying to bring up his child in a normal fashion, or to the educator who is seeking effective methods of training children, than scores of books that have been written upon the theory of education.

DYNAMIC FACTORS IN EDUCATION, by Martin V. O'Shea.

Macmillan.

This book is a discussion of the motor and energetic factors in education. In other words, Professor O'Shea lays great stress upon manual activities in education. He shows how these have a growing place in the curriculum, and he discusses in a practical way the teaching of schoolroom arts and the development of the hand. In the second part he emphasizes the fact that efficiency depends upon the absence of fatigue, economy in expenditure of energy and hygienic treatment of the eye and nerves and the hand, and, behind all, the development of the individual.

EDUCATION, by Edward L. Thorndike.

Macmillan.

This book furnishes an introduction to the study of education, and is primarily a beginner's book. It aims to give the student of education a brief, simple, untechnical account of the aims, methods and results of education, of the conditions set by the laws of human nature and of the part that school education plays in American life.

*EDUCATION AS ADJUSTMENT, by Martin V. O'Shea.

Longmans.

The first of Professor O'Shea's fresh and inspiring studies of education. In this book he discusses the various aims of education, and accepts and discusses particularly the aim of adjustment. The book is largely devoted to the application of methods of obtaining adjustment in the public schools. The author is not so narrow-minded as to think that the school must adjust itself to conditions as they are, but he shows how the school may fit pupils for the larger age to come. The style is sprightly and at times humorous, and the whole book is suffused with common sense. There is a choice list of two hundred and twenty books for reading upon educational problems at the close.

A HISTORY OF EDUCATION, by Frank Pierrepont Graves.

Macmillan.

This, the latest, is one of the very best outlines of the history of education. The reader naturally turns to the last chapters in which the author summarizes the present day tendency in education. He is both impartial and clear. The early portion of the book is of the fine quality which one would expect from the author of "A History of Education Before the Middle Ages" and "A History of Education During the Middle Ages." The extensive outlines which run down the margin of the book are quite a help to the student. Each chapter closes with a list of books for further reading.

THE MODERN SCHOOL, by Paul H. Hanus.

Macmillan.

The first chapter has the same title as that of the book. In this chapter the author contrasts the old New England school with the school of to-day. In the following chapter he enlarges upon the main subject by discussing particular problems, such as "The Elective System," "Bridging the Gap Between the High School and the Lower Grades," "The Proposed Six-Year High School," "The School in the Home," and "Obstacles to Educational Progress." There is a chapter, stimulating to teachers and school patrons, entitled, "Our Faith in Education." This is a book for every patriotic citizen who is interested in the young, but it is of special value to teachers and school superintendents.

*PRINCIPLES OF EDUCATION, by Frederick E. Bolton.

Scribner.

This is probably to-day the best single book upon this subject available. It assumes the main, well-tested results of the scientific studies of education and presents them in a continuous, related and unified way. The school teacher or parent who wants the sanest and latest work about education in all its phases should turn to this splendid book.

1. The New Interpretation of Education.
2. Adaptation, Adjustment and Specialization of Functions.
3. Development and Specialization of the Nervous System and the Significance for Education.
4. The Theory of Recapitulation.
5. Educational Significance of Recapitulation.
6. The Culture Epochs Theory and Education.
7. From Fundamental to Accessory in Education.
8. Instinct in Relation to Education.
9. Nature and Nurture: Inheritance and Education.
10. Correlations Between Mind and Body.
11. Work, Fatigue and Hygiene.
12. Individual Variations and Differences.
13. The Nature of Memory Processes.
14. The Nature and Educational Significance of Association.
15. The Wise Use and Training of Memory.
16. Imita-

tion in Relation to Education. 17. Sensory Education. 18. Nature of Imagination. 19. Imagination and Education. 20. Apperception in Relation to Education. 21. Motor Expression in Relation to Education. 22. The Nature of Thinking. 23. The Concept in Education. 24. Induction and Deduction in Education. 25. Emotional Life and Education. 26. Interest and Education. 27. Volition and Moral Education. 28. General Discipline and Educational Values.

SOCIAL ASPECTS OF EDUCATION, by Martin V. O'Shea.

Longmans.

In this third book of his series, Professor O'Shea dwells upon education as companionship. He takes the subject up in a broad way, dealing in a practical manner with the problems of living together in the home, the matter of disciplining and governing a child, and the social instincts of children which show themselves in the "gang" and conjunct school activities.

WHAT IS IT TO BE EDUCATED?, by C. Hanford Henderson.

Houghton.

Some years ago, Dr. Henderson wrote a book entitled "Education and the Larger Life," which was thoughtfully read by many parents and teachers as containing a sound philosophy of education. Instead of revising that volume, he has written this, which covers very much the same ground in the light of a longer experience. The author does not allow us to forget that he was brought up, an only child, by a private tutor. He has been able to correct that misfortune, to a large extent, by being for a number of years manager of the most successful boys' camp in America. The spirit of the only child and that of the camp director are sometimes curiously intermingled. At one moment the author shows his limitations by giving it as his belief that the chief business of a foreign missionary is to meddle. Again he strikes the deep places when he tells us that education is "teaching by participation"; that the "essentially helpful things are not quality but attainments"; that the process of trying to make a boy into a man is not that of fashioning him afresh out of the clay of the ground but of clearing away his spiritual and physical obstructions. The whole book is devoted to the attempt to make boys beautiful, wise and good by outdoor life, simplicity of living, and almost ascetic gymnastics, and by close contact with self-reliant and independent individuals. No one can read this book, slowly, marking as he goes any of the things with which he agrees, without becoming a better parent or teacher.

THE SCHOOL AND SOCIETY

*ALL THE CHILDREN OF ALL THE PEOPLE, by William Hawley Smith.

Macmillan.

"The task of trying to educate everybody in which our public schools are engaged has proved to be far more difficult than the originators of the idea of such a possibility thought it would be when they set out upon this undertaking."

The author's attempt to solve this problem is a very interesting and in some ways unique contribution, which will prove useful and suggestive to thoughtful and progressive teachers and parents.

1. "Born Short." 2. "Born Long." 3. Some Comparisons and Conclusions. 4. Nascitur non Fit. 5. How Can These Things Be? 6. Some Cases in Point. 7. Under the Threshold. 8. Some Darker Studies. 9. What Follows? 10. Again the Body. 11. Strictly Between Ourselves. 12. Some Whys and Wherefores. 13. Bits of History. 14. More Bits of History. 15. Some Results. 16. What is Wrong in All This? 17. Can Anything Be Done to Help These Matters? 18. The Law of the Individual. 19. What is Education? Who are Educated Men? 20. What Education Must Do for the Child. 21. Sympathetic Vibration. 22. Educational Values. 23. Concerning Courses of Study, Diplomas, etc. 24. Some Other Changes. 25. Examinations. 26. Shooting to Hit. 27. Just a Little About Teachers. 28. The Parental Factor. 29. Concerning Institutions. 30. "Making an Act." 31. Manipulation. 32. Reading and Literature. 33. Some Things About Methods. 34. Morals and Religion. 35. The Common Sense of It All.

EDUCATION FOR SOCIAL EFFICIENCY, by Irving King.

Appleton.

A book showing how twentieth-century education is going to contribute toward the better ordering of life in America. This is even more practical than his "Social Aspects of Education," of which in a sense it is a sequel. The author discusses the social aim of education, the country school, play as an educator, the social basis of school incentives, social school government, vocational guidance, the school as a social center and other practical and interesting topics.

*THE SCHOOL AND SOCIETY, by John Dewey.

Univ. of Chicago.

This little book may well be called one of the most "popular" educational publications, as it has run through nine editions. It contains three lectures delivered before those interested in the University Elementary School in Chicago, and which deal with The School and Social Progress, School and Life of Child and Waste in Education. There is a very concise, but excellent description of this unique school, which was the experimental laboratory in which Dr. Dewey's original theories on education were "tried out." That these theories are rapidly be-

coming the dominant note in modern education is now a well-established fact.

WIDER USE OF THE SCHOOL PLANT, by Clarence Arthur Perry.
Charities Pub. Co.

The author shows that the school is the most natural, logical, and available instrument for the performing of effective social work. His book contains the results of an inquiry into the utilization of school property after day-class hours which has been carried on during the past two years by the Department of Child Hygiene of the Russell Sage Foundation. A most interesting and illuminating discussion of a proposed solution of some of the great social problems of the present day.

EXPERIMENTAL PEDAGOGY

EDUCATIONAL PROBLEMS, by G. Stanley Hall. *Appleton.*

This monumental study in two stately volumes is a collection of President Hall's most important papers, written during the last score of years, upon almost every educational subject from the pedagogy of the kindergarten to moral education. The first volume is largely devoted to problems relating to the home, the second volume, to those of school life. This work is a veritable treasure house of information gathered from countless sources. Dr. Hall's style is, in general, simple and graphic, but the untrained reader will sometimes be forced to pause in order to face a few pages of hard thinking, or an appalling list of unfamiliar words.

***YOUTH, ITS EDUCATION, REGIMEN AND HYGIENE**, by G. Stanley Hall. *Appleton.*

An epitome of the practical conclusions of Dr. Hall's large volumes on Adolescence in such form as to make them available to parents, teachers and reading circles.

1. Pre-Adolescence.
2. The Muscles and Motor Powers in General.
3. Industrial Education.
4. Manual Training and Sloyd.
5. Gymnastics.
6. Play, Sports and Games.
7. Faults, Lies and Crimes.
8. Biographies of Youth.
9. The Growth of Social Ideals.
10. Intellectual Education and School Work.
11. The Education of Girls.
12. Moral and Religious Training.

SPECIAL PROBLEMS

THE BACKWARD CHILD, by Barbara Spofford Morgan.

Putnam.

This volume centers upon the special problems of the backward

child, and describes in simple language the tests which are being applied to detect special abnormalities. There are encouraging chapters, describing the methods of training of such children which are being applied in school.

THE CONSERVATION OF THE CHILD, by Arthur Holmes.

Lippincott.

The first popular book describing the patient work which is being done in clinical laboratories with backward children. While these descriptions of children who are "born short" are often saddening, the general impression of the book is encouraging. Dr. Holmes gives a very valuable classification of cases, which must be helpful to parents who are concerned about their little ones.

COUNTRY LIFE AND THE COUNTRY SCHOOL, by Mabel Carney.

Row Peterson.

This contains perhaps the most detailed account of country social conditions now available. The author discusses the farm home and the farm problem, the country church, the grange, the country roads and the country-life movement. But her special emphasis is upon the problems and opportunities of the country school and in this institution she looks to find the solution of the rural problem in America.

HOME AND SCHOOL IN WIDENING CIRCLES OF INSPIRATION AND SERVICE, by Mary Van Meter Grice.

Sower.

A book of inspiration and practical suggestion for Home and School Associations, Parent-Teacher Clubs, Women's Clubs, Mother's Clubs, Citizens' Associations, Fathers, Mothers, Teachers, Social Workers, and all persons interested in furthering a closer coöperation between home and school, and a larger use of school buildings.

INTEREST AND EDUCATION, by Charles DeGarmo.

Macmillan.

Our most valuable book upon its subject. The author discusses both natural and acquired interests of the child. He emphasizes the importance of motor training and lays much stress upon the personal element, the art of exposition, and the art of questioning. The book is one of very great value to the teacher in freshening and inspiring his daily task.

LAGGARDS IN OUR SCHOOLS, by Leonard P. Ayres.

Charities Pub. Co.

This volume is a study of the over-age child, the child who repeats grades, and the falling out of school of pupils before the completion of the course in American city school systems. It is illustrated with

some forty charts and diagrams, and its intercity comparisons are set forth in nearly one hundred tables.

LEARNING AND DOING, by Edgar James Swift. *Bobbs-Merrill.*

Mr. Swift shows that childhood is largely a quest for adventure, and that young people leave school more often because of a revolt from monotony than for any other single reason. He shows that the high school is the heir of defects in teaching methods in the lower grades. He gives some striking illustrations as to what good and bad teaching is bringing out, in connection with some modern methods of self-government and the stimulation of misfit children to find themselves. The author also discusses the place of habit in achievement and of economy in learning. The final chapter summarizes some of the new demands that are being made upon the school. The greatest need of the times, so Mr. Swift argues, is for adaptable men and women, and the successful school will be the school which can send forth those who have originality and initiative. The writer is of the opinion that the principle of "learning by doing" is applicable to all the studies of the school, and that it should cease to be merely an attachment to school methods, to be used only in certain subjects. By this method he would solve the problem of modern education. This volume is of interest not only to parents of high school pupils, but to all who have to do with children of twelve years of age and more.

LINGUISTIC DEVELOPMENT AND EDUCATION, by M. V. O'Shea.
Macmillan.

In order to gather the material for this book Dr. O'Shea has undertaken a series of experiences relating to the teaching of languages. From the results of his personal observation, he has gathered valuable information beginning with the earliest linguistic efforts in infancy and carried through the acquisition of foreign tongues in the later stages of education. The book is interesting from a psychological as well as from an educational viewpoint.

THE MAKING AND THE UNMAKING OF A DULLARD, by Thomas Edward Shields. *Catholic Edu. Press.*

A careful description in dialogue form of the development of a misunderstood boy. The parent or teacher who reads these chapters may find many facts which will be of much help in aiding children who are simply backward or discouraged to secure the education of which they are capable. Almost every phase of the modern development of a boy who is simply out of pace with the school, but who is not feeble-minded, is here discussed. The author is a professor in the Catholic University of America, but there is no sectarian bias in the book.

THE MENTAL HEALTH OF THE SCHOOL CHILD, by J. E. Wallace Wallin. *Yale Press.*

It is winning such favorable comment as one of the great educational contributions of the year, that it deserves special mention. One of the central chapters of the book is entitled "Human Efficiency," and this phrase is the keynote to the entire volume. It is a thorough but serious description of the best methods that are known for bringing school children mentally to the greatest effectiveness for life.

THE MODERN HIGH SCHOOL, by Charles H. Johnston and others. *Scribner.*

A very valuable collection of papers upon the problem of administration and teaching in the high school. It shows the relation between school room teaching and the outside social life and influences, and puts before the reader the opportunities and problems of the high school as the crown of our system of public education.

*THE NORMAL CHILD AND PRIMARY EDUCATION, by Arnold L. Gesell and Beatrice Chandler Gesell. *Ginn.*

A most sprightly and stimulating manual for all who are interested in the early education of the child. It gives constructive suggestions on methods of teaching with a background of genetic psychology to make these suggestions more than recipes. The treatment is specific with reference to many practical problems. The book is particularly adapted for teachers of the lower elementary grades, for whom it is the most significant book that has been published in many a day. It will also find a place among a host of intelligent young mothers who are deeply concerned in the educational possibilities of their children, and who desire some non-technical manual which will give them a broader outlook and some pedagogical understanding.

PART I.—Historical Introduction. 1. Humanitarianism and the Child. 2. The Scientific Interpretation of Life. 3. The Scientific Study of the Child. PART II.—The Genetic Background. 4. The Biological Perspective. 5. The Primitive Ancestry of the Child. 6. Instinct and Relaxation. 7. The Hand of the Race and of the Child. 8. Touch and the Appreciation of Things. PART III.—The Pedagogy of the Primary School. 9. Drawing. 10. Dramatic Expression. 11. Phonics and Speech. 12. Language. 13. Handwork. 14. Literature. 15. Reading. 16. Hand Writing. 17. Nature Study. 18. Busy Work. 19. Outdoor Play. 20. Morning Exercises. 21. Discipline. PART IV.—The Conservation of Child Life. 22. Pestalozzi and Home Education. 23. A Healthy Body. 24. A Healthy Mind. 25. The Saving Sense of Humor. 26. Formalism and Child Personality. 27. Child-

hood the Foundation of Youth, Bibliography, Appendix: The Montessori Kindergarten.

NATURAL EDUCATION, by Winifred Sackville Stoner.

Bobbs-Merrill.

A description of the way a mother has educated her daughter from birth to the age of twelve by giving her personal attention and training at home. It is claimed that she is now able to speak several languages, that she is an accomplished musician, that she has written several books, and that she is a teacher of younger children. The chief value of the book to mothers is in the accounts of ingenious educational devices for use with small children, in which the play element is introduced.

OPEN-AIR SCHOOLS, by Leonard P. Ayres.

Doubleday.

This is the first adequate treatment of the most important innovation in our educational methods—a plan which makes for more healthy children. Dr. Ayres writes from practical knowledge, and the value of the text is enhanced by more than seventy pages of illustrations and statistical charts.

THE PLACE OF INDUSTRIES IN ELEMENTARY EDUCATION, by Katharine Elizabeth Dopp.

Univ. of Chicago.

"It is a distinct contribution to educational literature, affording the best interpretation yet given to the tendency to introduce 'occupations' into the elementary school, and maintaining in reference to the entire subject certain positions which will . . . substantially promote the cause of real educational reform."

THE POINT OF CONTACT IN TEACHING, by Patterson DuBois.

Dodd.

A helpful, simple book especially for teachers, showing the necessity of natural ways of approach in effective teaching. The book refers to children under twelve. There are many interesting actual illustrations to show what is good teaching and what is bad teaching. This will be more useful to most teachers than many more pretentious volumes.

STAMMERING AND COGNATE DEFECTS OF SPEECH, by C. S. Blumel, 2 vols.,

Stechert.

A few parents unfortunately have stammering children. To them, the more valuable of these two volumes will be the second, in which the author unsparingly attacks the many fake stammering schools in this country. He says that not two per cent. of those who are treated

are cured, and that the most unscrupulous and unfounded methods are being used. In the same volume he outlines various methods of treatment that have been recommended, carefully analyzes them and compares their value. In the first volume, which is devoted to the psychology of stammering, the author gives one of the most thorough studies of the mental causes which underly defective speech that has yet been prepared. The primary cause of stammering he believes to be "transient auditory amnesia"; that is, a temporary inability to arouse in the memory images in connection with the sense of hearing. The secondary causes are bewildered perversion of the verbal images, auto-suggestion and fear. In this excellent chapter, he gives some valuable suggestions as to cures.

STUTTERING AND LISPING, by E. W. Scripture, M.D.

Macmillan.

This book has been prepared to meet the needs of physicians and teachers who are constantly confronted with the problem of what is to be done with a lisping or stuttering child. Its author is one who has developed practical methods of producing the maximum result with the minimum expenditure of time.

TEACHING CHILDREN TO STUDY, by Lida B. Earhart. *Houghton.*

This book is a practical and efficient attempt to help teachers and mothers to solve the vexed problems of present-day education. "How shall we teach the children to study?" It contains much valuable expert suggestion for teachers and parents.

TALKS TO TEACHERS

***TALKS TO TEACHERS ON PSYCHOLOGY AND TO STUDENTS ON SOME OF LIFE'S IDEALS,** by William James. *Holt.*

This has for some years been regarded as one of the most stimulating books within the reach of American school teachers. Its humor and vitality make it of equal interest to parents. The first part of the volume is really a simplified psychology of child life, with many practical suggestions. The second part contains talks to teachers upon such stimulating subjects as "The Gospel of Relaxation," "A Certain Blindness in Human Beings," and "What Makes a Life Significant." That the book is good all the way through is evidenced by the page headings, some of which are as follows: "Curiosity," "How Interest is Acquired," "Mechanical Aids to Education," "Old Fogeyism Sets in Early," "Over-contracted Persons," "Moral Over-tension," "Heroic Aspects of Common Labor."

TEACHING IN SCHOOL AND COLLEGE, by William Lyon Phelps.
Macmillan.

"It is a great thing to be a teacher in these present years of grace," exclaims the author, a teacher of twenty years' experience. In intimate personal talks, that are part confessions, part exhortations, but always practical and full of enthusiasm, Dr. Phelps writes helpfully for the ordinary teacher.

CURRENT EDUCATIONAL PROGRESS

NEW DEMANDS IN EDUCATION, by James Phinney Munroe.
Doubleday.

These new demands—eight in all—are tersely and convincingly set forth by a noted educator who believes that the fundamental demand in education, as in everything else, is for efficiency—physical efficiency, mental efficiency, moral efficiency. The book is well worth the thoughtful consideration of parents and teachers.

XI. PLAY AND GAMES

"Happy hearts and happy faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages."

—*Robert Louis Stevenson.*

Johnson is already our classic upon the educational value of play. The most complete graded handbook of games is that by Jessie Bancroft. Baker has written a good little book upon indoor socials. Mrs. Wells has two books showing how to do tricks. Two books are given upon home entertainments by Linscott and Canfield.

THE BOOK OF CHILDREN'S PARTIES, by Mary and Sara White.
Century.

With decorations by Fannie Y. Cory. Working drawings and photographs by Mary White.

This volume is a great help to mothers, aunts and teachers whose pleasure it is to make the children happy on birthday, holiday, etc.

BRIGHT IDEAS FOR ENTERTAINING, by Mrs. Herbert B. Linscott.
Jacobs.

Two hundred forms of amusement or entertainment for social gatherings of all kinds; large or small parties, clubs, sociables, church en-

tertainments, etc., with special suggestions for birthdays, wedding anniversaries, Hallowe'en, All Fools' Day, Christmas Day, New Year's Eve and other holidays.

CAMPING FOR BOYS, by H. W. Gibson.

Association.

This book will be invaluable to the father who goes camping with his boys, or allows them to do so with others. It is a complete guide-book to the subject, suggesting every necessary detail as to camping ground, tents, food and recreation.

CHILDREN'S BOOK OF GAMES AND PARTIES, by Carolyn Sherwin Bailey.

Donahue.

The games and suggestions for children's parties which make up this selection have all been selected having in view their simplicity, their effect upon the physical and social development of the child, and their adaptability to use in any home, locality or schoolroom. They are compiled and described in such simple language that the book may be put into the hands of children as a help to them in their play, or it can be used by a mother or teacher who wishes to entertain children along educational and unique lines.

***EDUCATION BY PLAYS AND GAMES**, by George Ellsworth Johnson.

Ginn.

A curriculum of plays and games, graded by age from infancy to middle teens, and also analyzed to show the chief mental and physical activities involved in and developed by each of them.

PART I.—The Theory, History, and Place of Play in Education: 1. The Meaning of Play. 2. Play in Education. 3. The Periods of Childhood and Their Relation to a Course of Plays and Games.

PART II.—A Suggestive Course of Plays and Games: Period One (Ages 0-3). Period Two (Ages 4-6). Period Three (Ages 7-9). Period Four (Ages 10-12). Period Five (Ages 13-15).

FATHER AND BABY PLAYS, by Emilie Pousson.

Century.

This unique book of simple rhymes for father's playtime with baby is full of excellent suggestion for the gala hours in the home life. Miss Pousson has made happy adaptation of the tossing, jumping, climbing, pick-a-back and romping plays which are the universal expression of the father's playtime with the children.

FLOOR GAMES, by H. G. Wells.

Small Maynard.

This brilliant writer of Utopian novels has written a delicious little book showing how, by the use of blocks, toy soldiers, spools and other common articles a parent and child can construct a magic city, can

operate a railroad and can arrange the maneuvers of an army. The best praise to give this fascinating handbook is to say that it impels the reader at once to hunt up a child and some blocks and do it himself.

***GAMES FOR THE PLAYGROUND, HOME, SCHOOL AND GYMNASIUM,**
by Jessie H. Bancroft. *Macmillan.*

This book is a practical guide for the player of games, whether child or adult, and for the teacher or leader of games. A wide variety of conditions have been considered, including schools, playgrounds, gymnasiums, adult house parties, etc.

THE HEALTHFUL ART OF DANCING, by Luther H. Gulick.

Doubleday.

Our best book upon folk-dancing. Dr. Gulick discusses the value of dancing as a part of education, as to its physiology, as a wholesome element of physical exercise, and folk-dancing as an art. The book makes little reference to ballroom dancing, but suggests how this ancient art, properly cultivated, might be made an antidote for the abuses of the ballroom and be to us and our families and social circles a source of joy and reasonable pleasure.

INDOOR GAMES AND SOCIALS FOR BOYS, by G. Cornelius Baker.

Association.

This book is divided into the following sections: Indoor Games, Charades, Socials, Hints for Refreshments. It contains descriptions of an abundance of active and novel games for boys. There is a fine list of handbooks of games.

MANUAL OF PLAY, by William Byron Forbush. *Jacobs.*

This book emphasizes the value of free play as distinct from formal games. It discusses the whole realm of play in the home in a very comprehensive manner, beginning with the fitting up and furnishing of the playroom, an outline of the play interests of children at each age, discussions of doll play, ball play, imaginative play, constructive play, social play of various sorts and parties. There is a chapter devoted entirely to play devices. The book closes with a graded and annotated list of playthings and a bibliography of the most useful books upon the subject of play.

PLEASANT DAY DIVERSIONS, by Carolyn Wells. *Moffat.*

A book that must prove a veritable treasure to boys and girls clever enough to follow directions, for it is filled with formulæ for all sorts of games, puzzles, card tricks and other pastimes that need little in

the way of apparatus. Young people will also find in it useful hints as to entertaining, tree planting, Christmas gifts, tableaux vivants, little plays, valentines—in fact, it would be hard to say where its usefulness would stop.

POPULAR AMUSEMENTS, by Ralph H. Edwards. *Association.*

A careful study of the moral and social problems arising out of commercialized amusements, with helpful suggestions by which citizens may utilize the recreation spirit and recreational opportunities to the best advantage.

RAINY DAY DIVERSIONS, by Carolyn Wells. *Moffat.*

A treasury of diverting games, puzzles, plays and recreations for days in the house; the book is suitable for boys and girls of all ages.

WHAT SHALL WE DO NOW?, by Dorothy Canfield. *Stokes.*

A book of suggestions for children's games and employments. Directions for house and outdoor games, care of pets, candy-making, gardening, etc. Useful hints for mothers, as well as for children of all ages.

XII. HOME CRAFTS AND OCCUPATIONS

I know a person small—
She keeps ten million serving-men,
Who get no rest at all!
She sends 'em abroad on her own affairs,
From the second she opens her eyes—
One million Hows, two million Wheres,
And seven million Whys!
—From "Just So Stories," by Rudyard Kipling.

Four good books are mentioned below for keeping little children in the house: Those by Beebe, Beard, Johnston, Sage and Cooley. It is hard to say which is more valuable, because all of them are full of suggestions as to using common things that are in the house. The book by Keech and the one by Benton lay more emphasis upon work than upon play, and are adapted to older girls. All the Harper books and the Beard books upon crafts for boys are valuable, because they contain such useful sketches and specifications. A number of books have been added on beginnings in handicraft.

THE AMERICAN BOY'S HANDY BOOK—What to do and how to do it, by D. C. Beard. *Scribner.*

Directions for making kites, boats, aquariums, puppet shows and all sorts of games and toys. Classed under the seasons.

THE AMERICAN GIRL'S HANDY BOOK—How to amuse yourself and others, by Lina and A. B. Beard. *Scribner.*

Directions for games, entertainments, holiday celebrations, needle-work, decorations, drawing, painting, modeling, gymnastics, candy-making, etc. Classed under the seasons.

THE ART CRAFTS FOR BEGINNERS, by Frank G. Sanford. *Century.*

A good introductory book to handicraft by a practical teacher. Mr. Sanford tells of thin wood-work, pyrography, sheet metal-work, leather-work, book-binding, simple pottery, basket-weaving and bead-work. There are illustrations and drawings sufficient for instruction in each of the tasks which Mr. Sanford outlines.

BEGINNING WOODWORK AT HOME AND IN SCHOOL, by Clinton Sheldon Van Deusen, Edwin Victor Lawrence.

Man'l Arts Press.

A small but useful handbook. The authors show just how to go to work. They tell how to put up a shop and take care of tools, how to lay out work, how to plane, saw, chisel and join and how to make furniture. The phrase "the next step," so often used, indicates how explicit and careful are the directions.

THE BOY ELECTRICIAN, by Alfred P. Morgan. *Lothrop.*

This is the age of electricity. The most fascinating of all books for a boy must therefore be one dealing with the mystery of this ancient force and modern wonder, even a mere list of whose services is impossible. The best qualified of experts to instruct boys, Alfred P. Morgan, has in a book far superior to any other of its kind, told not only how to make all kinds of motors, telegraphs, telephones, batteries, etc., and to do so economically, but has explained the principles upon which these depend for operation, and how the same thing is done in the every-day world. So well presented and so attractive is this really great book that it will be an education for any bright boy to have it, as well as the best kind of a moral safeguard, by leaving no time for thought of evil, and a means of future benefit beyond the power of any one to reckon.

THE BOY CRAFTSMAN, by A. Neely Hall.

Lothrop.

This practical volume was written "with a view of helping boys with their problems of earning money as well as furnishing recreative and entertaining work, and to this end the first portion has been devoted to suggestions for the carrying on of a number of small business enterprises, and the second and third parts to outdoor and indoor pastimes for all seasons of the year." The volume is valuable in suggesting ways of earning money as well as entertaining. Nearly every boy feels the need of such suggestions to aid him in raising the funds necessary to carry on his work.

BOYS' BOOK OF MODEL AEROPLANES, by F. A. Collins. *Century.*

To the boys who are interested in the manual arts and the science of aviation this book will prove a veritable treasure-house of good things. The author has combined in a very happy manner scientific instruction along both theoretical and practical lines. He shows how boys may construct model aeroplanes that will fly. The book is profusely illustrated with drawings, diagrams and photographs.

A BOY'S WORKSHOP, by Clarence B. Kelland.

McKay.

Mr. Kelland was one of the editors of the *American Boy* and he has culled, largely from its pages, a great many valuable articles. The reviewer always looks first to see if there are practical working drawings in a book of this sort. There are many books in this field so vague that nobody could possibly make what is described by the meager directions that are given. Mr. Kelland has generally recognized this necessity and the book seems to be a thoroughly practical one. It covers a great deal of ground and emphasizes particularly the things which boys want for camping, scouting and winter sports both indoors and out.

THE CHILD HOUSEKEEPER, by Elizabeth Colson, Anne Gansvoort Chittenden.

Barnes.

A book intended, as the introduction states, to "put poetry into dishwashing and bring sunshine into housekeeping." The use of the book is to teach young girls to work neatly and efficiently at home. There are some pleasant music, poetry and stories in each chapter, yet the poetry does not prevent the book from being most practical. It will be most helpful to mothers in training their little daughters to be homemakers.

COINS AND HOW TO KNOW THEM, by Gertrude Burford Rawlings.

Stokes.

This is a superb book for a young collector. It begins with a

history of the very earliest coins and comes down to our own time. Many interesting details are told about the history of famous coins. There are over two hundred illustrations. A short list is given at the close of the approximate values of some of the commoner specimens.

HARPER'S BOOK FOR YOUNG GARDENERS, by A. Hyatt Verrill.

Harper.

A most excellent book for boys and girls who are interested in gardening. The book is especially designed for those who have only a small piece of ground and who are interested in kitchen gardening. The author first gives a plan for the back yard garden, tells what tools are needed, then how to prepare the soil, how to plant and sow and trim, and then goes on to discuss the various garden plants, the problems of grafting and transplanting, arranging and cutting, and gives several excellent chapters on flowers, border gardens and window boxes. The book closes with an interesting description of the work of Luther Burbank.

HARPER'S ELECTRICITY BOOK FOR BOYS, by Joseph H. Adams.

Harper.

(With an explanation of Electric Light, Heat, Power and Traction by Joseph B. Baker, Technical Editor, U. S. Geological Survey).

This book will give boys a practical working knowledge of electricity. It tells how to make cells and batteries, switches and insulators, armatures, motors and coils. It shows how easily experiments may be made with home-made appliances, at small cost. Every-day uses of electricity are explained so that boys will understand, and at the same time be stimulated to put forth their own skill and ingenuity. Boys will take delight and pride in the study of this book.

HARPER'S INDOOR BOOK FOR BOYS, by Joseph H. Adams.

Harper.

This is a practical and comprehensive book, which will show how a boy's leisure time indoors can be spent both pleasantly and profitably. It takes up carpentry and wood-carving, metal-work and wire-work, relief-etching and clay-modeling, book-binding and printing, and other varieties of indoor occupation. It constantly inculcates neatness and orderliness in work and incites to original thinking and dexterity of hand. As practical training for the growing boy, the book is admirable.

HARPER'S MACHINERY BOOK FOR BOYS, by Joseph H. Adams.*Harper.*

The fifth of a series of New Handy Books for Boys. It shows the boy how he can make the modern world of machinery his own. A practical work in every way. Many illustrations.

HARPER'S OUTDOOR BOOK FOR BOYS, by Joseph H. Adams.*Harper.*

(With contributions by Kirk Munroe, Tappan Adney, Capt. Howard Patterson, Leroy Milton Yale, et al.)

A practical book for boys, with clear directions how to make, build or construct all sorts of things for outdoor enjoyment—windmills, aeroplanes, aquariums, ice-boats, skees, tree-huts, etc., etc. Camp-life, trapping, fishing, boating, and all outdoor sports are dealt with in detail. The directions are wholly practical and have been put to the thorough test of experience.

HOME AND SCHOOL SEWING, by Frances Patton. *Newson.*

This volume is the outgrowth of careful study of the subject treated, and conferences of teachers, where were fully discussed all methods pertaining to the art of sewing.

HOME OCCUPATIONS FOR BOYS AND GIRLS, by Bertha Johnston.*Jacobs.*

This volume is largely a book of suggestion. The ideas offered have been garnered from various sources, including practical experience in the home, actual daily work in the kindergarten, and recollections of the author's own childhood.

1. The Secrets of the Market Basket. 2. Mother Nature's Horn of Plenty. 3. Saved From the Scrap Basket. 4. The Sewing Basket. 5. The Paint Box. 6. Dolls and Doll-Houses. 7. Plays and Games. 8. Festival Occasions. 9. The Key Basket. 10. The Child's Library. 11. Kindergarten Materials—The Gifts. 12. The Occupations.

HOME OCCUPATIONS FOR LITTLE CHILDREN, by Katharine Beebe.*Saalfield.*

A book entirely for the home, suggesting how to use kindergarten material. There are also chapters on work with needle and thread, with paste and scissors, and with paints and pencils. There is a chapter on Christmas and holiday work. Some simple suggestions are made for games and play in the home.

1. "What Can I Do?" 2. Stories and Music. 3. Out of Doors.

4. Suggestions for the Kindergarten Gifts. 5. Suggestions for the Kindergarten Occupations. 6. With Needle and Thread. 7. With Paste and Scissors. 8. With Paint and Pencils. 9. Christmas and Holiday Work. 10. Games and Play. 11. Work and Play.

THE LITTLE FOLKS' HANDY BOOK, by Lina Beard and Adelia B. Beard.

Scribner.

A new and large field of simple handicraft for little folk, giving them an original line of toys and a new line of materials with which to make them. The author brings to children the joy of making creditable and instructive toys of such ordinary things as empty spools, sticks of kindling wood, wooden clothes pins, natural twigs, old envelopes and newspapers, and in this way to encourage resourcefulness, originality, inventiveness, and the power to do with supplies at hand.

1. Paper Building Cards.
2. Toys Made of Common Wooden Berry Baskets.
3. Straw and Paper Furniture.
4. A Newspaper Boat to Sail on Real Water.
5. Paper Jewelry.
6. What to Make of Empty Spools.
7. Old Envelope Toys and How to Make Them.
8. Toys of Clothes Pins.
9. Scrap Book.
10. Toys Made of Common Kindling Wood.
11. Little Twig People.
12. Visiting Card Houses.
13. Playing Indian—Costumes Made of Newspaper.
14. Christmas Tree Decorations.
15. A Home-Made Santa Claus.
16. Nature Study With Tissue Paper.

LESSONS IN COOKING THROUGH PREPARATION OF MEALS, by Eva Roberts Robinson, Helen Gunn Hammel.

Am. Sch. Home Economics.

A good introduction to cooking is the practical problem of getting a definite meal. This book gives all the recipes required for all the meals in a home for an entire year beginning with September. There are practical hints upon costs and utensils and there is a good bibliography.

OCCUPATION FOR LITTLE FINGERS, by Elizabeth Sage and Anna M. Cooley.

Scribner.

This is a practical book for little children on how to make things. It is especially intended for schools, but is useful for parents. Articles of small cost are suggested. The book tells how to do cord-work, to make articles from raffia, to do paper cutting, clay modeling, weaving, bead-work, crocheting, knitting, and to make furniture for dolls' houses. There is a special chapter of work for boys and one of work for girls. Many illustrations, both of the work in process of making and the way the articles look when completed.

THE PET Book, by Anna Botsford Comstock. *Comstock.*

One may safely recommend this as the best and most comprehensive book upon home pets that has been produced. The standpoint of the book is interesting. Mrs. Comstock regards pets as our friends as well as our dependents. She thinks the keeping of pets is fine discipline for young people. The scope of the book is unusual. She deals with animals in six zoölogical classes: mammals, birds, fish, amphibians, reptiles, invertebrates. She names some unusual pets, such as the fox, woodchuck, bat, toad, snakes and ants. Each chapter tells something about the habits of the animal under discussion, how to house it, feed it, and take care of it. It closes with references for further reading and usually there is an appropriate poem. The volume is most lavishly illustrated by photographs of living animals in natural attitudes.

PHOTOGRAPHY FOR YOUNG PEOPLE, by Tudor Jenks. *Stokes.*

Mr. Jenks ingeniously combines a sketch of the history and development of photography with many practical details as to how to go to work. "In this book," he says, "we shall try to tell even the beginner how he may learn to use his camera, his chemicals and his material to the best advantage. We shall not forget that some like to work without bothering themselves with why results come; for such we hope to give plain directions based upon the best authorities. For those who wish not only to do good work but to be able to vary the work and to understand each step they take, we shall try to give equally plain explanations pointing out the reasons for what is done." There are about twenty helpful illustrations.

SATURDAY MORNINGS, by Caroline French Benton. *Estes.*

A little girl's experiments and discoveries. An interesting and valuable series of twelve chapters, most of which originally appeared in the magazine *Good Housekeeping*. They deal in a sensible and attractive way with those practical housekeeping problems which every girl should understand.

THREE HUNDRED THINGS A BRIGHT GIRL CAN Do, by L. E. Kelley. *Estes.*

Instruction in bead, worsted and thread work, joinery, wood-carving, pyrography, basketry, rug making, clay-modeling, paper flowers, athletics, taxidermy, bee keeping, suggestions for entertainments, girls' clubs, etc.

TRAINING THE LITTLE HOME-MAKER BY KITCHENGARDEN METHODS, by Mabel Louise Keech. *Lippincott.*

This is a course in home-making for girls from eight to eleven years

of age outlined to cover two years with one lesson a week. The first year's outline gives lessons on table setting, sweeping and dusting, bed-making, dish washing, laundry work and mending. The second year's course includes silver polishing, general cleaning, serving food, repairing furniture, decorations, house furnishings and a few other more "frilly" lessons that naturally follow on after the homelier details have been mastered. There are a dozen or more fascinating songs (words and music) given, to accompany the various lessons.

WHAT AND HOW: A SYSTEMATIZED COURSE OF HANDWORK, by
Anna W. Henderson, H. O. Palen. Bradley.

A book helpful to mothers upon such occupations as stick-laying, clay-modeling, paper-cutting and weaving. There is a good chapter on the study of form and color. The book is copiously illustrated by colored pictures, showing how the child's work looks when completed. There is a hand-work outline at the end of the book suggesting occupations for each day for four months.

WHEN MOTHER LETS US COOK, by Constance Johnson. Moffat.

A book of simple recipes for little folk with important cooking rules in rhyme, together with handy lists of the materials and utensils needed for the preparation of each dish. A very useful and welcome book. This is but one of a good series on "when mother lets us" keep pets, play, help, travel, etc.

WHEN MOTHER LETS US HELP, by Constance Johnson. Moffat.

This is a practical little book for small girls and boys who want to be useful about the house. It mentions only the things which little children can do and it describes very carefully how to do them. It deals with such subjects as making the bed, tidying the bedroom, sweeping, taking care of silver, washing dishes, putting things in their places, taking out spots and behaving when visiting.

THE WONDERLAND OF STAMPS, by W. Dwight Burroughs.
Stokes.

An excellent book introductory to an enthusiasm in collecting stamps. The author tells the story of many interesting stamps. He shows how the stamp world furnishes a complete menagerie and songless aviary, a synopsis of athletics, bits of history, feats of travel, snatches from old myths, etc. This book will be most helpful in guiding young collectors away from a mere desire of numbers or commercial value toward getting the finer uses out of stamp collections.

XIII. BOOKS AND STORY TELLING

"World-old and beautiful stories,
 Which I once, when little,
 From the neighbor's children have heard
 When we, of summer evenings,
 Sat on the steps before the house-door,
 Bending us down to the quiet narrative
 With little, listening hearts."

—Heinrich Heine.

THE ART OF STORY-TELLING, by Julia Darrow Cowles. *McClurg.*

It is a book so simple and good that one is almost tempted at once to give it supreme place among text books upon this ancient art. It begins with a chapter on story-telling in the home and has such practical chapter titles as the following: "Why Tell Stories in School?" "How to Choose Stories," "The Telling of the Story," "The Use of the Story," "Myths and Hero Tales," "Bible Stories," "Story-Telling as an Art." The latter half of the book is given to selected stories to tell chosen from various sources and selected, not because they are great, but because "the object to be attained by telling them is great; for the work of molding the mind of the child can be nothing else. Each story is worth while; most of them lie outside of the beaten path."

*THE CHILDREN'S READING, by Frances Jenkins Olcott.

Houghton.

A most admirably comprehensive guide for mothers. It has chapters covering the entire realm of children's literature, each one with a good introductory portion discussing the place of that particular kind of literature in a child's life and then giving a carefully annotated list of books. Unique features of the volume are a list of one hundred stories and where to find them and a purchase list of books with prices.

FOR THE STORY TELLER, by Carolyn Sherwin Bailey. *Bradley.*

A new book on story-telling must be distinctive to have a right to enter the lists. The strength of this book is that it is written not only with humor and movement, but it is built upon a sound psychological basis. Each chapter contains a story illustrative of its special point and closes with a list of a score of other stories which illustrate the same point. The author touches such practical matters as the sense appeal of a story, how to begin a story, what to leave out, how to come to a climax, how to use the story for

memory training, how to appeal to a child's instincts. There is a good list of story courses at the end of the book.

***HOW TO TELL STORIES TO CHILDREN**, by Sara Cone Bryant.

Houghton.

This volume, which deals with the art, purpose and method of story-telling, is the best book of the kind published. It is full of very interesting and valuable suggestions.

A MANUAL OF STORIES, by William Byron Forbush. *Institute.*

The most comprehensive book on the subject. In addition to suggestions as how to tell stories for all sorts of purposes and on all sorts of occasions, there are given elaborate lists of story-telling books, character stories, picture stories, stories for dramatizing, etc., and the first description yet published of bottle doll story-telling.

A MOTHER'S LIST OF BOOKS FOR CHILDREN, by Gertrude Weld Arnold.

McClurg.

This helpful list is graded year by year for children from two to fourteen years of age. Each book is very carefully described by a woman of taste and judgment who has evidently read each one of them carefully. The little book has a fine literary tone, and there are many pleasant quotations in the chapter headings and scattered through the descriptions.

STORIES AND STORY-TELLING, by Angela M. Keyes. *Appleton.*

Contains a very concise and well-arranged introductory essay, in which is brought out not only the details of the story-teller's art, but also more clearly than elsewhere the various ways in which children respond to stories. Seventy-five simple stories for young children are told in full.

STORIES AND STORY-TELLING IN MORAL AND RELIGIOUS EDUCATION, by Edward Porter St. John. *Pilgrim Press.*

This excellent little volume is very helpful in the teaching of morals, the keynote to social progress. The chapter headings are as follows: The educational value of the story; What a story really is; The use of idealistic stories; Realistic stories and how to use them; Some vital characteristics of good stories; Some tricks of the Story-teller's trade; Learning to tell a story; The story-interests of childhood; The story-interests of early adolescence; The story-interests of later adolescence; How to use stories; The sources of the story's power; Where to find stories.

STORY TELLING: WHAT TO TELL AND HOW TO TELL IT, by Edna Lyman.

McClurg.

"The demand for stories has been carried by the children from the school and library to the home, with the result that those who are not, like the poet, born to the art, have asked of any who would listen, 'What shall we tell, and how shall we tell it?' . . . This book is intended for those who, untrained, must meet this demand for stories and are at a loss where to find material or what to select, and who are limited by small library resources." It is one of the very best books in this important field. We recommend it unreservedly.

STORY-TELLING IN SCHOOL AND HOME, by Emelyn Newcomb Partridge.

Sturgis & Walton.

A great fund of practical information and valuable suggestion to teachers and parents, and plenty of good stories of various types to tell, are brought together in this volume. Calls for help in this field are constant. In response, comes this practical book; simple and direct in manner, informed with a spirit of broad culture and fine taste, and rooted in the experiences of experts and writers in the story-telling field. Part I is connected with the origins and ways of telling stories. Part II contains the stories themselves.

STORIES TO TELL CHILDREN, by Sara Cone Bryant. *Houghton.*

This volume contains fifty-one stories to tell to children, with pertinent suggestions to the story-teller.

TELL ME A TRUE STORY, by Mary Stewart.

Revell.

Bible stories for the children told by a gifted story-teller. Dr. Henry Van Dyke says: "This little book does a useful and much needed thing in a simple and beautiful way. It is written for children by one who understands and loves them. It brings the spirit and meaning of Christianity down, or I should rather say up, to their level. It is not only plain in its language, but clear and natural in its thought and feeling."

TELLING BIBLE STORIES, by Louise Seymour Houghton.

Scribner.

A most useful supplement to Mrs. Bryant's "How to Tell Stories to Children."

WHAT CAN LITERATURE DO FOR ME?, by C. Alphonso Smith.

Doubleday.

Here is a fresh approach to literature. Other writers have written books of literary biography and criticism for high school pupils, but

Professor Smith, of the University of Virginia, takes up the practical question which every alert boy and girl asks, What is it good for? He shows how books reproduce the past, how they make us understand the present, how they reveal to us beauty of common things, how they interpret and express for us our ideals. He brings together in a very ingenious way great passages from literature which illustrate each one of these points. There is no better book than this to help young people want to read what is worth while.

XIV. NATURE

"To see a world in a grain of sand,
And a heaven in a wild flower;
Hold infinity in the palm of the hand,
And eternity in an hour."

—*Ralph Waldo Emerson.*

THE BOY MINERAL COLLECTOR, by Jay G. Kelley.

Lippincott.

This is a very helpful and complete book for young collectors in story form. It includes a description of the most common minerals, accounts of actual adventures in the search for them, stories of famous gems and a variety of information calculated to inspire the young collector. One of the most valuable features of the book is its very thorough index.

CAMPING FOR BOYS, by H. W. Gibson. *Association Press.*

This volume, which is issued by the International Committee of Young Men's Christian Associations, is exceedingly practical and valuable for either boys or adults who are contemplating a camping out expedition. The author has conducted camps for over twenty years, and the object of this volume is to share with others his extensive experience. It is a valuable handbook of suggestions for those in charge of camps, as well as for boys who go camping, rather than a theoretical treatise upon the general subject. It deals with such important questions as location and sanitation, camp equipment, the day's program, food, the camp fire, tramps and over night trips, nature study, rainy day games, educational activities, etc. After each of the twenty-three chapters is a good list of books and pamphlets bearing upon the representative features of camping life.

LITTLE GARDENS FOR BOYS AND GIRLS, by Myrta M. Higgins.

Houghton.

A very useful little book, giving explicit directions for making and caring for small gardens. The author writes from a long and happy

experience in home gardening. Numerous illustrations add to the interest and value of the book.

A GUIDE TO THE TREES, by Alice Lounsberry. *Stokes.*

In writing this volume the author has sought to combine the necessary amount of scientific knowledge regarding trees, while not losing sight of the character and recognized place each tree holds in sentiment and tradition. An exquisite feature of the book is the great number of drawings and illustrations in color.

HARPER'S HANDBOOK FOR YOUNG NATURALISTS, by A. Hyatt Verrill. *Harper.*

A very useful book for collectors. Some of the topics treated are these. The boy's museum, How to start a collection, Naming and classifying collections, Birds' nests and birds' eggs, Skinning and mounting birds, Insect collections, Animal homes for the museum, Collecting minerals, Collecting Indian relics, Botanical collections. An appendix gives a simple classification of animals, insects and birds.

METHODS OF ATTRACTING BIRDS, by Gilbert H. Trafton. *Houghton.*

Published under the auspices of the National Association of Audubon Societies. A handbook on the most approved methods of attracting wild birds about houses and providing for their needs in winter and summer.

The chapter headings are: "The Need and Value of Attracting Birds," "Nesting-houses," "Attracting the Winter Birds," "Drinking-and Bathing-Fountains," "Planting Trees, Shrubs and Vines." "Bird Protection in Schools," "Bird Photography." The book contains some very valuable tables, such as the names of birds arranged according to the different species of fruit which they eat. It also contains a good index. There are numerous pictures illustrating the text, such as observation boxes, nesting-houses, cat guards, shelters and other photographs too numerous to mention.

NATURE AND THE CAMERA, by A. R. Dugmore. *Doubleday.*

How to Photograph Live Birds and their Nests; Animals, Wild and Tame; Reptiles, Insects, Fish and Other Aquatic Forms; Flowers, Trees and Fungi. A most charming little book for the nature-lover and amateur photographer, beautifully illustrated from photographs by the author.

*NATURE STUDY AND LIFE, by Clifton F. Hodge. *Ginn.*

The one best book to arouse an intelligent enthusiasm for nature

study. It has to do with all the common forms of animal and plant life, homemade cages, aquaria, aviaries, etc.

NATURE'S GARDEN, by Neltje Blanchan. *Doubleday.*

There is no better handbook for home use in interesting children in flowers. The book is large and impressive. It contains an abundance of colored plates and, among others, illustrations photographed directly from nature. The flowers are arranged for purposes of identification by color and there is also for the first time in a popular book some study of the relationship between flowers and insects.

OUR BIRD COMRADES, by Leander S. Keyser. *Rand.*

This is not a new book, but it deserves to be freshly called to the attention of parents. They are often in search of a volume which will introduce their children to the study of birds, telling them how to begin, what to look for, and inspiring them in their search with interesting incidents of facts of bird life that may readily be noted. This purpose is abundantly fulfilled in this volume. The book is illustrated by a score of color prints more beautiful and true to nature than any others we have seen.

THE PRACTICAL FLOWER GARDEN, by Helena Rutherford Ely. *Macmillan.*

No one knows better than Mrs. Ely, the author of the much prized "Hardy Garden" books, just how the practical garden should be evolved. With an encyclopedic knowledge but a plain, interesting way of putting this knowledge, she gives the garden enthusiast the most helpful directions about getting the results for which so many toil in vain. Eight color-plates and twenty-four full page, half-tone plates add to the charming effect of this most fascinating book.

*STAR LAND, by Sir Robert Stawell Ball. *Ginn.*

This little volume on astronomy, written especially for young people by Sir Robert Ball, Professor of Astronomy in the University of Cambridge, is a good book. It is written in a pleasant conversational manner as though the great professor were talking to the young people, as indeed he is, for this book is largely made up from a series of lectures delivered before a juvenile audience. Not only does Mr. Ball write pleasantly, but he gives his scientific facts in a very clear and simple way, which makes it easy to follow his descriptions and experiments. The sun and moon, the stars, all the distant wonders of our heavenly bodies, are brought close home to us through the medium of this intelligent and sympathetic scientific astronomer.

VACATION CAMPING FOR GIRLS, by Jeannette Marks. *Appleton.*

An excellent handbook for camping. It tells what to wear, what utensils to make, what kind of a fire to have, what to sleep in, what tents to have and how to set them up, and then goes on to describe interesting camping employments such as studying the birds, trees, fish, stars and the wild beasts of the forest. All through the book are homely and useful suggestions and the girl or the parent who intends to camp out will find this a very reliable textbook.

THE WILD FLOWER BOOK FOR YOUNG PEOPLE, by Alice Lounsberry. *Stokes.*

With seventy-seven illustrations from photographs. In this book the author has told a story wherein the lives of wild flowers and those of children are intermingled by the happy incidents of outdoor life in the country. The language of the book is simple, and relates to surprises in the unfoldings of Nature, and wonders at her laws and beauties. Birds, animals, butterflies and insects also claim their share of attention.

XV. ART—MUSIC—DRAMA

"Beautiful art can only be produced by people who have beautiful things around them and leisure to look at them."—*John Ruskin.*

Emery is a good guide to pictures and Clement to painting.

Mason and Kobbé are good guides to music, and Lavignac to music study.

Simons and Orr have made good collections of dramas which children themselves can perform.

A CHILD'S GUIDE TO PICTURES, by Charles H. Caffin.*Baker & Taylor.*

A book for those who like pictures, but do not know *why* they like them. The author analyzes "the feeling for beauty" and indicates the possibilities for pleasure through the refinement of the visual sense. In a direct, personal way, he takes up the different principles which enter into an appreciation of art, and explains with force and clearness how the artistic taste may be developed. Needless to say, the volume is appropriately illustrated.

DRAMATIZATION, by Sarah E. Simons and Clem Irwin Orr.*Scott.*

A valuable book for the home as well as the school, showing how to turn into form of action with the smallest scenery and other equipment the English classics which are favorites in high-school years.

FESTIVALS AND PLAYS, by Percival Chubb and Associates.

Harper.

After long preparation, the authors, who have been leaders in the American development of festivals, plays and allied arts, have completed the most comprehensive and authoritative work on this many-sided subject which we have had. It has been found impossible by any title to suggest the full scope of this volume. The word "festival" as commonly understood, does not cover the wide range of activities that are dealt with here. These varied forms of festival involve all the festal arts of drama and pageantry, song and dance, rite and ceremony; and these call for the lively co-operation of the minor arts and crafts, of the history, and of the folk lore and legend which are practiced or studied in the school. In short, here is a fruitful synthesis of the arts of civilization.

FOLK FESTIVALS, by Mary Master Needham. *Huebsch.*

"Teachers, social workers and civic organizations, whoever is concerned with the preparations of festivals, celebrations and pageants, will find this book a guide and friend." The material has been chosen with the idea that it may create the desire to give festivals, and at the same time furnish a working basis for them. It contains the fruit of much experience; it provides practical suggestions for all seasons.

A GUIDE TO MUSIC, by Daniel Gregory Mason. *Baker & Taylor.*

This book isn't the usual "guide" with a few facts about composers and some commonplace anecdotes, but a live discussion of such topics as "The Inside of a Piano," or "The Way Melodies Are Built into Pieces." There is a chapter on "The Key Family and Its Members," and a discussion of such matters as transposition and tonal unity and contrast. "The Listener's Part in Music" and "The Feelings Aroused by Music," are finely presented in their respective chapters and "The Music that Tells Stories" begins, as one would naturally expect, with Richard Strauss and ends with Beethoven, "the great master of this method of suggesting actual speech or utterance in the musical phrase." This book should be studied by music students very generally.

HALF-HOUR LESSONS IN MUSIC, by Mrs. Hermann Kotzschmar.

Ditson.

A jolly little book telling how an enthusiastic teacher has taken beginners and kept them enthusiastic through the earlier stages of music-practice. Though intended for teachers, it will be helpful to mothers who are guiding the practice of their children, and some of the devices children themselves can use with pleasure.

HOW TO APPRECIATE MUSIC, by Gustav Kobbé. *Moffat.*

Mr. Kobbe begins his introduction with this question and answer: "Are you musical?" "No, I neither play nor sing." This, he says, indicates a complete misunderstanding of the case. The purpose of this book is to show people who are not musically trained how to enjoy a piano recital, an orchestral concert, and vocal music. The author not only does this, but he gives what is practically a sketch of the history of music, thus introducing those who wish to love music not only to the various musical instruments and different expressions, but also to the various composers.

***HOW TO ENJOY PICTURES,** by M. S. Emery *Prang.*

Surely no one ever found more in a picture than Miss Emery. For educating both child and parent in the appreciation of pictures there is no better book.

MUSICAL KINDERGARTEN METHOD, by Daniel Batchellor.*Ditson.*

Two things which always attract children are pure musical tones and beautiful colors. Tones and colors are but two forms of the language of feeling. The sense of eye and ear are called into exercise by the beauty of the tone and color harmonies. Mr. Batchellor has made a special study of the natural sympathy between tones and colors and of their relation to child nature. He has had a long and varied experience and in the course of his work with the children he has used many devices to awaken their interest and secure their intelligent coöperation. The devices of most permanent value have been selected to accompany this book. The book was originally intended for kindergarten use, but it will be very helpful to the mother who is beginning to interest her little one in music practice. A complete set of the accompanying apparatus costs about five dollars, but an ingenious mother can easily make much of it herself and can select enough from the price-list so that the total expense will not be a burden to her.

MUSICAL EDUCATION, by Albert Lavignac. *Appleton.*

A very thorough book outlining what is demanded in the study of instruments, of singing, of composition. It discusses means of rectifying an ill-directed musical education and discriminates as to the value of various kinds of instruction. A good book for a serious-minded student.

PAINTING FOR BEGINNERS AND STUDENTS, by Clara E. Clement.*Stokes.*

Complete history of painting for young people, in the form of enter-

taining stories—beginning with the ancient painting of Egypt, Assyria and Babylonia, and continuing to modern art. The Italian, Flemish, Spanish and English schools are comprehensively treated. Numerous full-page illustrations of famous pictures.

YOUNG PEOPLE'S STORY OF MUSIC, by Ida Prentice Whitcomb.
Dodd.

This volume contains a glimpse into the great world of music. It includes a description of the song and dance and the curious instrumentation that belonged to the olden time, and touches upon the lives of some of the great composers of the more modern day.

XVI. MANNERS AND ETIQUETTE

"Politeness is to do or say
The kindest thing in the kindest way."

BOYS, GIRLS AND MANNERS, by Florence Howe Hall. *Estes.*

This little volume was prepared in the hope and belief that it may prove both useful and interesting to boys and girls, as well as to those in charge of their social education. The rules are given not as dry and dusty skeletons but as living organisms, clothed in the tissue of anecdote and illustration.

XVII. SEX HYGIENE AND INSTRUCTION

"My strength is as the strength of ten,
Because my heart is pure."

—*Alfred Tennyson.*

In response to the suggestion that we select what we regard as the one best book in this field for each age and sex, we suggest the following:

For little boys: Lowry, "Truths."

For large boys: Hall, "Developing Into Manhood," and Howard, "Confidential Chats with Boys."

For young men: Hall, "The Strength of Ten," "Reproduction and Sex Hygiene."

For little girls: Smart, "What a Mother Should Tell Her Little Girl," and Lowry, "Confidences."

For large girls: Smart, "What a Mother Should Tell Her Daughter."

For young women: Smith, "The Three Gifts of Life."

For parents: Wile, "Sex Education."

CONFIDENCES: TALKS WITH A YOUNG GIRL CONCERNING HERSELF, by Edith B. Lowry, M.D. *Forbes.*

"The facts concerning the development of life that should be known by every girl from ten to fourteen years of age are here given in such clear and suitable language that the book may be placed in the hands of the young girl. A rich and helpful book."

CONFIDENTIAL CHATS WITH BOYS, by William Lee Howard, M.D. *E. J. Clode.*

This book, like many for this purpose, is perhaps somewhat longer than necessary, but it has a fine manly tone. It is full of idealism, and yet contains all the necessary facts. It puts the positive side of purity with splendid emphasis.

FROM YOUTH INTO MANHOOD, by Winfield S. Hall, M.D.

Association.

There has been demanded for some time in addition to literature for young men and older boys, a book that can be placed in the hands of pre-adolescent and early adolescent boys of about the ages eleven to fifteen. This book is intended for boys of those ages, and its publication was upon the request of a number of men who are workers with boys, especially in the Young Men's Christian Association. It is sane, dignified, scientific, and yet popular.

GIRL AND WOMAN, by Caroline Latimer, M.D. *Appleton.*

A good reference book for mothers of girls, which contains lucid and useful information about the physical development of growing girls and its effect upon the mental, moral and general conditions. Given with a physician's insight; it is yet clear enough to the lay mind and gives logical reasons for the so-called fads and fancies and extremes in emotion gone through by young girls with practical suggestions for home treatment and advice as to when it is necessary to call a physician. It contains a general treatise upon sexual development and excellent chapters upon personal hygiene, sleep, exercise and the daily routine during and after school life and the habits and ailments between the ages of thirteen and twenty-one as influencing the later womanhood.

REPRODUCTION AND SEX HYGIENE, by Winfield S. Hall, M.D. *Ray.*

This is a strong, sensible presentation of this vital subject, which

is written "with the intelligence of a trained and experienced physician, with the thoroughness and frankness of an expert teacher and with the delicacy and motive of a Christian gentleman."

***SEX EDUCATION**, by Ira S. Wile, M.D. *Duffield.*

This is the best book for those who have the duty of the education of young people in sexual knowledge to perform. The author makes a happy distinction between the needs of young people at various ages, dividing the periods of childhood into the age of mythology, the age of chivalry, and the age of civic awakening. The writer gives general facts which should be communicated and closes with a very carefully chosen list of books which may be used for definite instruction. The book is not one for children themselves.

THE SOCIAL EMERGENCY, edited by William Trufant Foster.

Houghton.

An earnest group of students on the Pacific coast has been engaging in coöperative studies of sex hygiene and morals. It would be hard to find, within the covers of a single book, so much good sense upon this topic as is here collected through eleven writers, for they have come to astonishing unanimity and even their literary style is so harmonious that the book makes a united and positive impression. The physiological, medical, economical, recreational, educational and moral and religious phases of the question are taken up in turn. The whole book has a refreshing sanity and is a real contribution to a subject concerning which there was never more serious and constructive thought than at this present time. Each chapter has its special bibliography.

THE THREE GIFTS OF LIFE, by Nellie M. Smith. *Dodd.*

Modern ideas advise serious instruction of young girls in sex hygiene and this book was published as a treatise upon a "Girl's Responsibility upon Race Progress," the "Three Gifts" being the three attributes given to the different forms of life by means of which they are enabled to progress. The contents, with an introduction by Thomas Denison Wood, A.M., M.D., is divided into four chapters including Plant Life, Animal Life, Human Life and the Gift of Choice.

TRUTHS: TALKS WITH A BOY CONCERNING HIMSELF, by E. B. Lowry, M.D. *Forbes.*

"This book contains the simple truths of life development and sex which should be given to every boy approaching manhood."

Parents, guardians and teachers will find this a sensible and helpful guide, medically authoritative, and written in such simple language that it is easily understood.

WHAT A FATHER SHOULD TELL HIS LITTLE BOY, by Isabelle Thompson Smart, M.D. *Bodmer.*

Dr. Smart treats of subjects every father should discuss with his son from ten to fourteen years old. This is the third volume in the series.

WHAT A FATHER SHOULD TELL HIS SON, by Isabelle Thompson Smart, M.D. *Bodmer.*

The subjects included in this series of letters can be discussed with boys over fourteen years of age.

WHAT A MOTHER SHOULD TELL HER LITTLE GIRL, by Isabelle Thompson Smart, M.D. *Bodmer.*

As one of a series that tells the story of the mystery of life in simple, plain words written in the form of short letters—this book contains letters addressed, "Dear Little Girl," written in a way that any child can understand and appreciate.

WHAT A MOTHER SHOULD TELL HER DAUGHTER, by Isabelle Thompson Smart, M. D. *Bodmer.*

This is the second of the series by this author explaining the mysteries of life. This is also written in letter form and puts the subject matter in a way that makes it safe and sensible reading for young girls.

WHAT A YOUNG GIRL OUGHT TO KNOW, by Mary Wood-Allen, M. D. *Vir.*

Dr. Allen has added a comprehensive and well-recommended volume for the Self and Sex series dedicated to the instruction of young girls when they come to their mothers for information. Written as twilight talks between mother and daughter, they discuss in a sensible manner the great truths and questions which the grown girl's mental development leads her to ask, and which the mother must answer.

XVIII. EUGENICS AND HEREDITY

"Each man of us is the child of an infinite marriage."—*Gerald Stanley Lee.*

"Heredity and Eugenics" and Davenport and Dawson are all strong and simple and give the practical information which most parents want. Saleeby's shorter book, "The Method of Race Regeneration," is entirely devoted to practical methods of im-

proving the human stock. His larger book, "Parenthood and Race Culture," is the most thorough one upon the subject. Burbank is particularly interesting because of his experiments with plant life, and his book is unexpectedly helpful upon matters of human training.

EUGENICS, by C. B. Davenport.

Holt.

A little book giving from a biological standpoint what we know about fit and unfit matings of human beings. There is also a brief statement of the studies that are now being made to give us further information concerning the important matter of securing through better births a better humanity.

HEREDITY AND EUGENICS, by Coulter, Castle, East, Tower and Davenport.

Univ. of Chicago.

This book, written by five of the leading investigators in this field, presents latest conclusions in a popular and interesting manner. Care has been taken to make clear the present position of evolution, concerning which there has been developed much misunderstanding in the public mind. The book explains the visible machinery of heredity, so far as discovered, and the results of their operation. It shows the enormous value of the practical application of these laws in the breeding of plants and animals. The subject of human eugenics is discussed, and notable illustrative pedigrees are given.

THE KALLIKAK FAMILY, by Henry Goddard.

Macmillan.

Over a hundred years ago a young Revolutionary soldier became the father, by two women,—one a half witted servant and the other a young woman of good family,—of two children. The descendants of these two mothers have been traced to the present time. The result of this investigation is a marvelous human document, the complete confirmation of the Mendelian law of heredity, and proving once more how, socially as well as individually, the wages of sin is death.

THE METHOD OF RACE REGENERATION, by C. W. Saleeby.

Moffat.

Another little handbook of Eugenics. A careful study of inborn tendencies and the relation of results of personal conduct to the coming generation. The substance of the book is a discussion of the various methods that have been suggested for improving race heredity. The author dismisses some, regards others with question, and gives a few practical and positive suggestions. It is a sensible booklet upon a great subject.

THE RIGHT OF THE CHILD TO BE WELL-BORN, by George E. Dawson. *Funk.*

Our best short book on eugenics. A good summary of facts and an earnest presentation of moral and social problems. A reassuring statement for those who have been unnecessarily alarmed by the physical emphasis upon this subject.

THE TRAINING OF THE HUMAN PLANT, by Luther Burbank.*Century.*

A delightful and educative little volume consisting of eleven essays under the following topic headings: The Mingling of Races, the Teachings of Nature, Differentiation in Training, Sunshine, Good Air and Nourishing Food; Dangers, Marriage of the Physically Unfit, Heredity—Predestination—Training, Growth, Environment the Architect of Heredity, Character, Fundamental Principles.

XIX. VOCATION

This topic sub-divides into three: Vocational preparation, vocational opportunities and vocational guidance. Snedden discusses the philosophy of vocational preparation; Cooper takes up the particular matter of preparation by going to college; Wilson gives practical suggestions as to how to get through college; Berry and Weaver and Perkins show what opportunities are open for trained women, and Bloomfield's little book is the standard one upon vocational guidance.

MORAL AND VOCATIONAL EDUCATION, by Jesse B. Davis.*Macmillan.*

Principal Davis, of Grand Rapids High School, has found ingenious ways of interesting and instructing young people, both in high school and in the grades, concerning the possible vocations and also emphasizing the moral idealism that should underlie the choice of a calling. The book is suggestive to parents as well as to teachers.

PROFITABLE VOCATIONS FOR BOYS, AND PROFITABLE VOCATIONS FOR GIRLS, by E. W. Weaver. *Barnes.*

These books occupy an especial place between our volumes of advice for children and technical and accurate treatises of financial and personal opportunities in the various callings. It places before young people and their parents the comparative advantages of the various vocations and suggests practical means of preparation for the same.

THE PROBLEM OF VOCATIONAL EDUCATION, by David Snedden.
Houghton.

The author holds that the old education, dealing with a common stock of facts, habits and ideals applicable to all men, is to-day, in the face of complex modern conditions, insufficient in itself to prepare properly for life. He shows that a newer type of training supplementary to the old traditional "culture" is necessary. He outlines and interprets the results of experiments in vocational training in the schools, which he shows to be the logical field for this specialized education, rather than the industrial world, as formerly. *Of particular interest to teachers.*

PROFESSIONS FOR GIRLS, by T. W. Berry. *Unwin.*

This book presents in a clear and helpful manner the best way in which a woman should set to work who desires to enter any profession that is open to her, such as teaching, medicine, dentistry, pharmacy, nursing, sanitary inspector, handicraft, library work, civil service, etc. It is written from the English point of view, but is none the less applicable to American life and times.

THE VOCATIONAL GUIDANCE OF YOUTH, by Meyer Bloomfield.
Houghton.

Herein are discussed such vital problems as the choice of a life work and its difficulties, vocational guidance in the public schools, etc. The matter of the existing need of trained vocational counselors for the assistance of boys and girls in planning for the future, together with the great social and economic benefits to be derived from the same, is ably treated. A clear, forceful foreword concerning the preparation of youth for a serviceable life. *A practical book for parents.*

VOCATIONS FOR GIRLS, by Mary A. Laselle and Katherine Wiley.
Houghton.

This is the most helpful and practical of all the Houghton, Mifflin books on vocational preparation. With detail and directness the authors set forth the opportunities, pleasant and unpleasant sides and requirements of employment in a dozen or more vocations, among them stenography and typewriting, salesmanship, telephone operating, working in manufacturing establishments, cooking, nursing, sewing, millinery, modern teaching and library work.

VOCATIONS FOR THE TRAINED WOMAN, 2 vol., edited by Agnes F. Perkins. *Longmans.*

These two volumes, prepared under the auspices of the Woman's

Vocational and Industrial Association of Boston, are the most thorough and satisfactory studies available of the opportunities available for women in the various vocations. They are for parental reading rather than for young people themselves. The opportunities in such professions as the postal service, agriculture, business and commerce are taken up one by one. The situation in various States is analyzed, educational and financial requirements are stated and the general attractiveness of each kind of work is outlined. The profession of teaching is not considered. These volumes are bound to prove very helpful to teachers and parents who wish to give sound advice to young people.

WHY GO TO COLLEGE, by Clayton Sedgwick Cooper. *Century.*

A serious discussion of college life and college influences, both on the undergraduate and the alumnus is here published by a man who, from experience and broadmindedness, has been able to put forth his unprejudiced thoughts regarding all that can be said for or against the American college system.

WORKING ONE'S WAY THROUGH COLLEGE, by Calvin Dill Wilson. *McClurg.*

The aim of this book is to speak informingly and sympathetically to those whose heart's desire is to gain college and university training but do not see their way to that goal. It is a practical book concerning self-support for boys and girls, with direct reports from American colleges as to what students have actually done. There is an index to the colleges of America, with the prices of tuition at each.

XX. SOCIAL PROBLEMS

"Pilate's question, 'What is Truth?' has given place to a more imperative question, 'What is Justice?'" —W. H. P. Faunce.

Under this topic we list books upon social needs and upon social supply. Miss Addams and the collection entitled "Children in the City" reveal to us the perils of such children. Puffer outlines the danger of the "gang." Travis, Hernes and Baldwin take us a step further and show us the youth as a malefactor. Butterfield is our best authority upon the social needs and recovery of the country.

THE BOY AND HIS GANG, by J. Adams Puffer. *Houghton.*

This book is one which all who are interested in the group psychol-

ogy of boyhood should read, for it meets a great need of parents, teachers and social workers for more definite knowledge and scientific data concerning that phase of adolescence known as the "gang instinct." "Every normal boy belongs to a gang in which either good or evil tendencies predominate." The author, who has talked with many of the boys themselves, gives valuable information on the general nature, organization, activities and psychology of the gang, and excellent suggestions as to the control and direction of the gang instinct into wholesome channels of constructive growth and activity.

CHAPTERS IN RURAL PROGRESS, by Kenyon L. Butterfield.

Univ. of Chicago.

President Butterfield is our best authority upon problems of rural life. This book is a classic upon the subject. The author begins with the conditions of country life to-day and the problems of progress; he discusses the outlook of the farmer. The body of the book is devoted to agencies of progress, such as farmers' institutes, the rural school, the grange and the country church. There is a useful chapter upon the needs of New England agriculture. The author also gives an outline for a brief study course in agricultural economics, which would be excellent for a grange or farmers' club.

THE CHILDREN IN THE CITY.

Hollister Press.

The papers presented in this volume were read at the Chicago Child Welfare Exhibit in 1911, and are a real contribution to the discussion of the unsatisfied claims of childhood upon the modern community. While these thoughtful, expert studies have marked difference in form and in method of presentation, their common topic—the unfulfilled demands of childhood to-day—sufficiently unifies them for inclusion in this study of one of our greatest problems—the child in the city.

CITY, STATE AND NATION, by William L. Nida. *Macmillan.*

One of the admirable books being written nowadays for young people, giving them a knowledge of civics and national affairs. The old point of departure was by memorizing the constitution of the United States. Now, the viewpoint starts from the police station, the city drainage plant, a review of the ways of the fire company, country roads, the daily work of Congress. This is the method adopted in this book, lavishly illustrated, as are all the Ginn school books. It covers a wide field in a simple and attractive way. An adult would get a great deal of fresh knowledge by reading this volume.

A COURSE IN CITIZENSHIP, by Ella Lyman Cabot and others.

Houghton.

An endeavor to teach the civic virtues in school by means of

stories, poems and inspiring selections. The volume would also make excellent reading for the home.

JUVENILE COURTS AND PROBATION, by Bernard Flexner and Roger M. Baldwin. *Century.*

We have been waiting for an authoritative book upon juvenile courts and now we have it in this volume which is endorsed by the International Probation Association. The book deals with probation in its many aspects—the exercise of probation power, the duties and powers of probation officers and the organization of probation work. It is intended as a guide to probation officers and interested citizens. It will, for some time to come, be accepted as the best handbook in this great social movement.

PROBLEMS OF CHILD WELFARE, by G. P. Mangold. *Macmillan.*

The best general book upon the many and pressing modern problems of social welfare of the young. It deals with the importance of hygienic conditions, recent aspects of educational reform, education of the backward child, child labor, delinquents and dependent and neglected children. It forms an excellent book of reference upon all these subjects.

***THE SPIRIT OF YOUTH AND THE CITY STREETS**, by Jane Addams. *Macmillan.*

This volume is an outgrowth of Miss Addams' life given to the betterment of conditions in Chicago and to the study of the social problems of our great cities—but it has its message for thoughtful readers wherever they may reside. It is fundamentally a plea for the claims of youth and the necessity of wholesale entertainment, recreation and self expression. Miss Addams says we exalt the stability of the home, but in those difficult years between childhood and maturity we either repress or do nothing to direct the force upon which the continuity of the home depends.

1. Youth in the City.
2. The Wrecked Foundations of Domesticity.
3. The Quest for Adventure.
4. The House of Dreams.
5. Youth in Industry.
6. The Thirst for Righteousness.

THE YOUNG CITIZEN, by Charles F. Dole. *Heath.*

The best of all books to put in the hands of a child in order to make him love his country and appreciate the privileges and duties of citizenship.

THE YOUNG MALEFACTOR, by Thomas Travis. *Crowell.*

This volume is a study of juvenile delinquency, but it is much more.

While a great deal of the book is devoted to the boy who is commonly called "bad," there is much information for parents and boys' workers about all kinds of boys, for, as Mr. Travis says, "at least ninety per cent. of court offenders are normal boys." Like all writers about boys, he lays the blame for bad boys where it belongs, on the home. "It is clear," he says, "through the home—the parent—is the real cause of delinquency."

XXI. THE CHURCH AND RELIGIOUS EDUCATION

Upon the theory of moral and religious education there are two fine books. That by Doctor Coe is a comprehensive discussion of all the methods of moral training. McKinley's book confines itself to a discussion of the religious development of the child in the home and in the church.

The broad question of the relation of the church to children is discussed by Hoben, Foster and Forbush. Each of these go into detail, Forbush more than the others, in the plans of "Church Work With Boys."

As to the Sunday School, the book by Doctor Athearn has the scientific attitude. Littlefield is authority upon his one subject, manual work. Fiske, as well as Forbush, deals with church boys' clubs, but also discusses boy-organization elsewhere.

THE BOY AND THE CHURCH, by Eugene C. Foster. *S. S. Times.*

Boys who are under religious influence—Sunday-school boys and church-going boys—these only it is of whom Mr. Foster writes. He knows from a large experience in both church and Y. M. C. A. work that a considerable proportion of these very boys not only drop out of Sunday-school ranks, but they go clear over to swell the borders of the wayward and the delinquent. Why is it, and how shall it be prevented? To this one problem, Mr. Foster addresses himself. Reclaiming is good, but preventing is better. It is a necessary textbook for the home, the Sunday-school worker and the minister.

BOY LIFE AND SELF-GOVERNMENT, by George Walter Fiske. *Association*

The book opens with a description of boy life, including a study of boys' instincts. There is a careful analysis of the epochs of boyhood and youth. A discussion of clubs for boys follows, giving details of organization. The book closes with two sensible chapters on the boy's religion and the boy's home. A useful book for parents and social workers with boys.

THE BOY PROBLEM, by William Byron Forbush. *Pilgrim Press.*

This book begins with a clear résumé of the child study of the boy nature. It gives the best study ever made of the social instinct. There are two remarkably fresh chapters on the social organizations of the day for boys, and the book closes with valuable sections on the boy in the school, the church and the home. The book is unsectarian. On the literary side there is to be noted a sparkling and stimulating style and the use of provocative sentences which will reward the extended study of it in groups or by the question-and-answer method. It is a masterful book, richly suggestive and will lead the reader to a just appreciation of the needs of the boy.

THE CHURCH SCHOOL, by Walter S. Athearn. *Pilgrim Press.*

It is an effort to get the religious advantage of the scientific research that has done so much to increase secular education. The result is one of the most thoughtful books about the Sunday-school which we have. The author takes up the different departments of the church school in turn and shows their relation to other religious agencies of the church. He has evidently been thinking freshly upon the subject that he discusses. The book is even more valuable for what it suggests than for what it discusses. For example, memory work is offered for the various grades. Lists of pictures, songs and stories are suggested, classified booklet lists are mentioned both for children's reading and for reading by teachers and parents. It is safe to say that this is the most valuable reference book for one who wishes to understand the modern Sunday-school thoroughly that we now have.

CHURCH WORK WITH BOYS, by William Byron Forbush.*Pilgrim Press.*

A manual of church boys' clubs, Sunday-school teaching and plans for enlisting boys in church service. There is also a sensible discussion of the principles that underlie in the interest of boys in religion.

1. What Church Work With Boys Means. 2. The Way of God With a Boy. 3. The Principles of Church Work With Boys. 4. The Work of Men and Boys. 5. How to Teach a Boys' Sunday-school Class. 6. How to Conduct a Church Boys' Club. 7. Boys and the Kingdom. Bibliography.

***EDUCATIONAL EVANGELISM**, by Charles E. McKinley.*Pilgrim Press.*

A discussion of the religious discipline that is most desirable for the years of adolescence. This is a book which deserves to be better known. The author sketches in a simple but inspiring form the

normal moral development of an adolescent boy or girl. He then shows the kind of religious approach which is desirable for each evolving period. He discusses helpfully the place of both the home and the church in these years of crisis in the life of growing youth. It is a most helpful book for parents and a most inspiring one for church workers.

***EDUCATION IN RELIGION AND MORALS**, by George Albert Coe.

Revell.

A broad and stimulating book. In the first part the author gives one of the clearest and most valuable summaries that has been made of the place of character nurture in education. The second part is an unexcelled description of the religious impulse and development of a child. The third part describes our Christian institutions: The Family, the Sunday-school and Church, Clubs, the Christian Academies and Colleges and the State Schools. In the last section the author summarizes the relation of the Church to the child and presents practically the present religious problems of education. There is a good bibliography. This is, on the whole, for minister and parent, the one most useful book upon religious education.

HAND-WORK IN THE SUNDAY SCHOOL, by Milton S. Littlefield.

S. S. Times.

This little book will open to many people a new realm of knowledge as to possible and inspiring methods of Sunday-school teaching. Mr. Littlefield shows in the most practical way how to develop various forms of self-expression in the Sunday-school class by means of handwork. There are chapters upon Geography, Illustrative Work, Note-Book and Decorative Work. The book is illustrated by pictures of actual handicraft of various sorts which have been done by children. It is a most useful handbook for the Sunday-school teacher.

THE MINISTER AND THE BOY, by Allan Hoben.

Univ. of Chicago.

The author, who has had an extensive experience both as a minister and as a social worker, calls attention in a pointed way to the perils and needs of modern boys, both in the city and in the country. He gives valuable counsel as to particular methods of saving boys through social agencies and through the church. He describes accurately the normal boy's religious life. There are helpful chapters upon the ethical value of organized play and upon the boy's choice of a vocation.

MORAL TRAINING IN THE SCHOOL AND HOME, by E. Hershey Sneath and George Hodges.

Macmillan.

This text book, prepared chiefly for schools, is especially valuable

because it suggests to parents and teachers the right attitude to take concerning the moral problems of childhood. It tells what the main subjects of moral education are and suggests material in the way of stories and other readings for presenting moral truth effectively. All through the book are charts indicating in which grades it is best to present a particular virtue.

THE PRINCIPLES OF CHARACTER MAKING, By Arthur Holmes.

Lippincott.

A most useful book for parents. Professor Holmes discusses carefully yet simply the nature of moral character, the relation to character of instincts, habit and will and practical ways of inculcating character at each stage of the child's development. This is one of the rare books on morals that is not full of commonplaces. The thought is everywhere suggestive.

RELIGIOUS EDUCATION IN THE FAMILY, by Henry F. Cope.

Univ. of Chicago.

An excellent introduction for parents to the various problems of religious training in the household, written by a man who is not only himself a parent but is secretary of the Religious Education Association. A treasure house of plans and devices.

* **THE TRAINING OF CHILDREN IN RELIGION,** by George Hodges.

Appleton.

There is no better book upon this subject. Simple, tender and devout, it ought to be read by every parent. The book begins wisely by a chapter upon the securing of individual goodness. It discusses the simple domestic theology that should be taught in the home. It emphasizes the silent influence of example. There is a chapter upon the subject of prayer, followed by a treasury of devotion, giving beautiful children's prayers. "The Bible and the Children" is the subject of a discussion, which is followed by practical hints as to just what portions of the Bible may be read by children in the home. There is a most valuable chapter for Sunday-school teachers upon the duties and privileges of their office. The closing chapters are entitled "Sunday and the Children," "The Church and the Children," and "The Good Child."

* **WHAT MEN LIVE BY,** by Richard C. Cabot, M.D. *Houghton.*

Prof. Lyon, of Yale, once called attention to the fact that it was amazing that a Scotchman like Robert Louis Stevenson should have been able to make so many actually new remarks about such an old game as life. That sentence describes this book of Dr. Cabot's. It

is a book about the game of life and it is deeply interesting and nobly inspiring to all of us, especially parents, who have the game of life to play. The four things that men live by are work, play, love and worship. Dr. Cabot is an advocate of the joy of work. Especially interesting is his chapter on Play. The most beautiful section of the book is that devoted to Love. No more thoughtful and earnest analysis of the love involved in marriage has ever been given. The central thought is that immorality is impersonality, "the sin of treating a person as less than a person." The book closes with a thoughtful interpretation of worship as our complete disenthralment, our absolute sincerity, the jubilant life that inspires forgetfulness. These condensed statements do little justice to a book written from a sound scientific basis, yet shot through with flashes of poetic insight.

THE INSTITUTIONS FOR CHILD WELFARE

**THE SCOPE AND EQUIPMENT OF FIFTY PHILANTHROPIC AND
EDUCATIONAL SOCIETIES**

CHILD WELFARE ORGANIZATIONS

Following is a list of over fifty educational and philanthropic societies that offer some help to parents or have some relation to childhood. They are arranged in alphabetical order. In most cases the descriptions of their work were furnished specially for this book by the leading executive officers; otherwise they were taken from the literature of these movements.

The Institute acts as a clearing-house of information concerning all these organizations and hands down to its inquiring members the results of their work.

THE AGASSIZ ASSOCIATION, Sound Beach, Connecticut, is a society for the purpose of promoting scientific education among amateur naturalists.

AMERICAN ASSOCIATION FOR THE STUDY AND PREVENTION OF INFANT MORTALITY, Executive Secretary, Miss Gertrude B. Knipp, 1211 Cathedral Street, Baltimore, Md.

The objects of the Association are:

1. To study the causes of infant mortality; to awaken an interest in the possibility of reducing the present unnecessary waste of infant life, and to formulate plans for preventive work.
2. To act as a central clearing-house for the collection and dissemination of information regarding infant mortality and the work being done to prevent it.

The Association urges: prenatal instruction; adequate obstetrical care; birth registration; maternal nursing; infant welfare consultations.

The work of the Association is carried on by correspondence through the central office; by investigations and studies by standing and special committees; through an annual meeting and the publication of annual transactions; through a traveling exhibit.

THE AMERICAN HOME ECONOMICS ASSOCIATION unites teachers

and home-makers in a study of the problems of food, clothing, shelter, and household management. It publishes the monthly *Journal of Home Economics*, 600 pages a year, \$2. Address Roland Park, Baltimore, Md.

THE AMERICAN HUMANE EDUCATION SOCIETY, 180 Longwood Avenue, Boston, is an organized effort to carry humane education into all our American schools and homes, to aid humane societies, and to found Bands of Mercy over the whole American continent. It asks children everywhere to take the following pledge:

"I will try to be kind to all living creatures, and try to protect them from cruel usage."

Members are entitled to the magazine, *Our Dumb Animals*.

THE AMERICAN INSTITUTE OF SOCIAL SERVICE (Bible House, Astor Place, New York) in its Studies, published monthly in *The Gospel of the Kingdom* (75 cents per year) has taken up such social problems as Housing, Child Labor, Parents and Children, Recreation, and Moral Training in the Public Schools.

THE AMERICAN NATURE-STUDY SOCIETY, Ithaca, N. Y., is organized primarily to promote interest in the scientific studies of nature in the elementary schools, with a view to establishing ideals of scientific thinking. It is a part of its creed that a child should be taught to appreciate the wonderful in the commonplace, natural law and its moral import, and the beauty everywhere about it.

THE AMERICAN SCHOOL HYGIENE ASSOCIATION. "The object of this Association shall be: (a) To stimulate research and to promote discussion of the problems of school hygiene; (b) To take an active part in movements wisely aiming to improve the hygienic conditions surrounding children during school life." Secretary, Thomas A. Storey, M.D., College of the City of New York, New York City.

THE AMERICAN SCHOOL PEACE LEAGUE, 405 Marlborough Street, Boston, aims to inculcate the spirit of good-will and co-operation in the children and youth of our country. To accomplish its purpose, the League has prepared much valuable literature for the use of parents and teachers. One of the most

striking helps in this direction is the Course in Citizenship, which is designed for the use of parents and teachers during the elementary school period.

The League also has secured a wide observance of the 18th of May, the anniversary of the opening of the First Hague Conference in 1899, for the purpose of concentrating the attention of pupils one day in the year on the historical and ethical development of international relationships. Although the work of the League has centered more particularly on the schools, it emphasizes the great importance of home coöperation in the observance of Peace Day.

AMERICAN SOCIAL HYGIENE ASSOCIATION, 105 West 40th Street, New York City, has as its purpose the acquiring and diffusing of knowledge of the best principles and practices for promoting social health, particularly by advocating high standards, of supervising commercialized vice, awakening the interest of local societies for the purpose and conducting inquiry into the extent and possible cure of the social evil.

BETTER BABIES BUREAU, care of *Woman's Home Companion*, 381 Fourth Avenue, New York City. This bureau suggests plans for better babies contests and offers readers of the *Companion*, who are mothers or prospective mothers and who register, a service of booklets and letters.

THE BIG BROTHIERS MOVEMENT, 318 West 57th Street, New York City, is a movement to enlist in behalf of unfortunate boys, particularly those who come before the children's court, the personal interest of men of good will. The emphasis is placed upon personally helpful relations between the citizens and the boys who have been in trouble to place them upon a firm moral and social foundation.

THE BOY SCOUT MOVEMENT, 200 Fifth Avenue, New York, healthfully and sanely offsets the disadvantages which civilization has caused.

It seeks to help boys on leaving school to escape the evils of "blind alley" occupations—that is, such work as give the boy a mere wage for the moment, but leave him stranded without any trade or handicraft to pursue when he is a man and so send

him as a recruit to the great army of unemployed and, what is worse, the unemployable.

It develops the power of initiative and resourcefulness.

It helps boys.

It insures good citizenship.

Scoutcraft includes instruction in First Aid, Life Saving, Tracking, Signaling, Cycling, Nature Study, Seamanship, Camp-craft, Woodcraft, Chivalry and all of the handicrafts.

The Movement organizes boys in patrols and troops and seeks to cultivate in them courage, loyalty, patriotism, fellowship, self-control, courtesy, kindness to animals, usefulness, cheerfulness, cleanliness, thrift, purity and honor. It believes that with such training, American boys will, as men, be leaders in progress, peace and all things right and good.

THE CAMP FIRE GIRLS, 118 East 28th Street, New York City. An organization of girls twelve years of age and over to develop the home spirit and make it dominant in the community. Each group consists of not more than twenty members, in charge of a woman who is called a Guardian. The organization endeavors to find a place for girls and women and give them training in team work and to incline them toward giving a woman's service to the community. Local Camp Fires pay an annual due to the national work of 1c a girl a week.

THE CHILDREN'S BUREAU, Washington, D. C. This Bureau is established by Congress to investigate and report upon matters pertaining to the welfare of children and child life among all classes, and especially to investigate questions of infant mortality, birth rate, orphan asylums, desertion, dangerous occupations, diseases, children's employment and legislation affecting children in the several States and Territories. The Bureau maintains public offices and library and distributes popular leaflets. The Bureau may be consulted without charge and the leaflets are usually published by the Government at 15c each.

CHILDREN'S HAPPY EVENINGS ASSOCIATION, 89-91 Great Titchfield Street, Oxford Street, London, W., England, under the immediate patronage of the Queen, has for its object: providing evenings of healthy recreation for the children attending the

elementary schools of London. The average weekly attendance in London during the autumn and winter months is 38,000, as well as having affiliated associations in most of the large manufacturing cities of England. Children are instructed in patching their clothes, making blouses, painting, as well as in dances, folk lore games, etc. Games and occupations which can be carried out in the homes are always encouraged. The work is carried out entirely by voluntary helpers. Hon. Secretary, Lady Bland-Sutton, 47 Brook Street, Grosvenor Square, London.

THE EUGENICS RECORD OFFICE, Cold Spring Harbor, L. I., New York, is an institution devoted to the study of heredity or racial elements in human society. On request it will send, free of charge, duplicate copies of its schedule, the Record of Family Traits, to any person willing to fill them out, and to file one copy with the office, while reserving the first for the family archives of the person making the study. Parents, prospective parents, and prospective marriage mates are recommended to apply to this office for this schedule which, when filled out, will throw light upon the hereditary potentialities and consequently the specific educability and special talent or defect of children.

OFFICE OF FARM MANAGEMENT, Bureau of Plant Industry, United States Department of Agriculture. This office is the center of the so-called achievement club movement, which includes all kinds of rural clubs for boys and girls in raising various crops and practicing home economics. These clubs have their own plans for coöperation, recognition of attainment and tours of prize-winners to Washington.

FEDERATED BOYS' CLUBS, 1 Madison Avenue, New York City. An organization for solving the problem of the profitable use of the boy's spare time, particularly of street boys, and other boys' clubs. The boys' club has as a competitor the allurements of the street and commercialized amusements. It coöperates with the school and with those who work for the welfare of boys in the community. The Federated Boys' Clubs promotes a club ideal. Any boys' club that is enrolling fifty or more, any one engaged in organizing work with boys, or any person interested in organizing work with boys may secure membership.

THE FEDERATION FOR CHILD STUDY, 219 West 100th Street, New York City, is an organization of thoughtful women who for many years have together studied quite thoroughly the important problems of childhood. They have issued valuable reports and listed acceptable books for children to read. The membership is confined to women resident in New York City.

THE GIRL'S TRADE EDUCATION LEAGUE, of Boston, was organized to aid and assist girls obliged to earn their living at an early age and to offer training in trades suitable for women. It has made a study of various occupations and industries in the city of Boston open to young girls and has published these results in a series of bulletins.

It is now aiding the work of the Placement Bureau, which is helping both boys and girls leaving the public school and finding, as far as possible, suitable jobs for them. It is also aiding a few girls with scholarships.

THE HEALTH-EDUCATION LEAGUE, 8 Beacon Street, Boston, publishes booklets, Nos. 1-29, from 2c to 10c each.

Written by experts, many of them are of special value to parents.

Membership entitles any one to a complete set of 26 booklets. Price list will be sent on request.

INTERNATIONAL CHILDREN'S SCHOOL FARM LEAGUE, 47 West 34th Street, New York City. An organization to spread the use of gardens in the education of children, and a headquarters for expert advice and information. Mrs. Henry Parsons, President, Henry Griscom Parsons, Secretary and Practical Adviser.

There are three or four general types of gardens: the community garden carried on with a group of children in connection with the school or similar organization with normal children; the community garden carried on with sub-normal children either mentally deficient or physically deficient as in the garden with tuberculous children, and the small home garden usually supervised by the father and mother, where there are one or more children. The League is glad to help in any of these forms whenever it is possible.

INTERNATIONAL CONGRESS OF HOME EDUCATION, George W.

Flounders, 212 Stock Exchange Bldg., Philadelphia, Secretary, aims, through national congresses, to correlate all the forces interested in social progress and betterment of the human race through home education. The next meeting of the Congress will be held in Philadelphia, but it has been postponed by the war.

THE INTERNATIONAL SUNDAY SCHOOL ASSOCIATION, 1416 Mal-lers Bldg., Chicago, through its Elementary Division, (all under the teens) divides children into natural groups: Cradle Roll, Beginners, Primary and Juniors, that each may receive religious impressions and guidance to meet their spiritual needs, through worship, Bible stories, pictures and simple songs, encouraging home co-operation and training through Parents' Departments.

The Association deals also with the organization of the teen years, the Adult Division, Teacher Training, etc.

There is no subscription to membership, as this belongs to the local Sunday schools. The denominations publish the helps which are used in promoting this work, excepting plans of organization.

THE MISSIONARY EDUCATION MOVEMENT, 156 Fifth Avenue, New York, is a federation of Mission Board representatives for the promotion of missionary education, primarily among children, boys and girls and young people, as process of character building, in order to produce a future church composed of intelligent, prayer-loving, sacrificial, serving members in relation to the propagation of Christianity in all lands.

THE MONTESSORI EDUCATIONAL ASSOCIATION, 1840 Kalorama Road, Washington, D. C., is a society for educating people in the principles of education commonly called the Montessori Method and making them more widely known and adopted. The Association accomplishes these objects by distributing literature, by establishing and maintaining children's houses, by lectures and by an employment bureau for Montessori directors, etc.

THE SCHOOL OF MOTHERCRAFT, Miss Mary L. Read, director, 330 West End Avenue, New York City.

Provides both practical vocational training and care and training of babies for home-makers, mothers' assistants, nursery governesses, social workers and teachers of mothercraft. An eight

months' course leads to a certificate. The school also conducts a child garden for children two to seven years of age and a resident nursery. A summer session with a camp for children and special accommodations for the parents is conducted in the country.

THE NATIONAL ASSOCIATION OF AUDUBON SOCIETIES is the most extensively organized institution in the world for the study and protection of wild birds and animals.

It has many important divisions of activity, one of which is its educational work, including lecture courses and literature for distribution. In its Junior Department there is each year an increase of over 150,000 members. The children receive a bird button, many colored pictures of birds and other literature.

Information will be supplied on request made to T. Gilbert Pearson, Secretary, 1974 Broadway, New York City.

THE NATIONAL CHILD LABOR COMMITTEE, 105 East 22d Street, New York, aims to abolish wage-earning labor for children, by investigation, publicity, and legislation. Its work is related to other problems of childhood and home life because child labor interferes with education, encourages juvenile delinquency, lowers the wage-scale of adults, and places the burden of support on those who need care and training. The Committee is supported by membership subscriptions, of which part is applied as a subscription to *The Child Labor Bulletin*, a quarterly review of child labor, and the remainder supports the field activities of the Committee. Certain of the local child labor committees and other groups who coöperate with the National Child Labor Committee have scholarship funds for the assistance of children whose wages have been needed by their families.

THE NATIONAL CHILD WELFARE EXHIBIT ASSOCIATION, 200 Fifth Avenue, New York City. An institution for conducting large public exhibits concerning health, recreation, child labor, philanthropy and education. It emphasizes particularly the establishment of state-wide exhibits to be administered by the Extension Division of the State universities.

THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS, 806 Land and Trust Building, Washington, D. C.,

a society which works largely through parent-teacher associations and mothers' clubs, federated interstate organizations and annual national conventions. National and State departments concerning child nurture, child welfare, education, home economics, etc., are under the chairmanship of volunteer workers.

NATIONAL FEDERATION OF SETTLEMENTS, 20 Union Park, Boston, Mass. The individual settlements which make up the national federation are severally engaged in organizing the physical environment and the associational opportunities of neighborhoods so that they may be proper places for the upbringing of normal children. The Federation endeavors to give broad and general effect to the results of such effort through conferences, publications, and legislation. One book, a study of the adolescent girl between fourteen and eighteen years, has been published (Houghton Mifflin Co.).

NATIONAL INDOOR GAME ASSOCIATION, Downers Grove, Ill., works primarily, though not exclusively, in behalf of young men; strives to ameliorate the atmosphere of his favorite games; makes surveys of cities and reports same to Welfare Departments, etc.; recommends and promotes municipal game rooms including gymnasium, swimming pool, billiards, bowling, etc., to be run strictly under the auspices or supervision of either the school, the church or the municipality, as a substitute for disreputable pool halls, etc.; also seeks to influence public sentiment in behalf of clean sports for young men as a means of making the country towns more attractive, enabling them to hold their young men and check the unfortunate cityward drift of young people.

THE NATIONAL INSTITUTION FOR MORAL INSTRUCTION (formerly called the Moral Education League), with headquarters at 507 North Charles Street, Baltimore, Maryland, is an organization whose special purpose is to give visual instruction in morals, particularly in the public schools, and especially by means of stereopticon lectures on moral situations.

THE NATIONAL LEAGUE OF HANDICRAFT SOCIETIES, 9 Park Street, Boston. The general object of the League is to encourage artistic handicraft, to bring together various societies who are working for the same general purpose, to provide small traveling

exhibits as a set of standards, to provide traveling libraries of technical handbooks on handicrafts, to arrange for the coöperation of local societies in large exhibits in various centers, etc. The membership is through local handicraft societies only.

THE NATIONAL PLANT, FLOWER AND FRUIT GUILD, National Office, 70 Fifth Avenue, New York City.

The object and purpose of the Guild :

1. To carry brightness into the lives of the sick and poor by distribution, through organized agencies, of Flowers, Fruit, Vegetables, Plants, and Jelly, which go directly from the senders to charitable agencies under the free express label given to this Guild by the leading express companies.
2. To transform unsightly back yards into flower gardens, to provide window boxes and plants for tenement homes.
3. To establish and maintain children's farm gardens; to demonstrate their need and educational value in congested city districts; to teach children in towns and villages to plant and cultivate flowers and vegetables and share them with the poor children of a nearby city.

Country people desiring to contribute material for distribution in the cities may become members or "Collectors" entitled to the free transportation privilege of the Guild by making the necessary application at the National Office and paying \$1.00 a year membership dues.

THE NATIONAL SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION, 140 West 42d Street, New York, forms a natural clearing house for the various movements and experiments now being conducted in different parts of the country, and a bureau of information for those seeking expert assistance. Its first object is to make expert experience available in this formative period and to avoid the tremendous economic waste otherwise inevitable.

The various committees of the Society comprehend the fields of legislation, work for girls and women, industrial and trade

schools, compulsory continuation schools, practical part-time schools and evening industrial schools.

The Society last year helped to write the laws for vocational education in the States of New Jersey, Pennsylvania, Indiana, New York, Massachusetts and Connecticut. It is now assisting in the problem of shaping legislation in the States of Ohio, Missouri, Louisiana, New Jersey and Iowa, and also in drafting national legislation to be submitted to Congress at Washington.

THE NATIONAL WOMAN'S CHRISTIAN TEMPERANCE UNION, headquarters: 1730 Chicago Avenue, Evanston, Ill.

Of the forty different lines of work carried on by the W. C. T. U., a large proportion relate to child and home life. The names of the following departments indicate their aims: Health, Medical Temperance, Scientific Temperance Instruction in Public Schools and Colleges, Sunday School, Juvenile Court and Anti-Child Labor, Anti-Narcotics, Medal Contests, Purity, Mothers' Meetings, Curfew, School Savings and Thrift.

There is also a special children's branch of the W. C. T. U.—the Loyal Temperance Legion—and the Young People's Branch. For each of these branches regular courses of study are provided, covering the scientific, ethical and governmental phases of the temperance question, with the object of making American youth intelligent abstainers, to induce them to ally themselves while young with the world movement against the liquor traffic, and to inspire them to answer the call for trained leaders in the conflict against all forms of evil which imperil the home.

THE PARENTS' NATIONAL EDUCATIONAL UNION, 26 Victoria Street, S. W., London, England, is a society with local branches, whose objects are to assist parents to the best principles and methods of education, and especially those concerning the formation of habits and character, to create better public opinion on the subject, to afford parents opportunities for coöperation, consolidation and enthusiasm, and to secure greater continuity of education by harmonizing home and school training. The educational philosophy of the movement is that of Miss Charlotte M. Mason.

THE RELIGIOUS EDUCATION ASSOCIATION, 332 South Michigan Avenue, Chicago, Illinois, is a movement to inspire the educational forces of America with the religious ideal; to inspire the religious forces of America with the educational ideal, and to keep before the public mind the ideal of religious education in the sense of its need and value. This organization conducts important national and local conferences and maintains a library and office for giving information. Membership includes the magazine, *Religious Education*.

THE RUSSELL SAGE FOUNDATION was established in 1907 for "the improvement of social and living conditions." It has nine departments, five of which have to do directly with childhood. They are: Department of Child Helping, Charity Organization Department, Department of Recreation, Division of Education, and Department of Surveys and Exhibits. These departments are glad to render assistance through correspondence, consultation, and printed matter. Address: 130 East 22d Street, New York City.

THE SCHOOL GARDEN ASSOCIATION OF AMERICA, 501 Fifth Avenue, New York City, has, as its chief propaganda, the effort to lead people to realize that their little children must be brought more directly and continuously into contact with Mother Earth in order to be properly educated.

THE SOCIETY OF SOCIAL AND MORAL PROPHYLAXIS, 115 West 41st Street, New York City, maintains a public office for the purpose of giving information and circulating literature concerning sex education.

THE VOCATION BUREAU, 6 Beacon Street, Boston. It is the special business of the Vocation Bureau to organize the prolonged service which is due the child when the life-career motive is awakened, and to help train and guide him during transition into work and at work. It coöperates with the home by providing freely educational and vocational information and counsel.

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, Jesse B. Davis, Secretary, Grand Rapids, Michigan. The motives of this association are to promote intercourse between those who are in-

terested in vocational guidance; to give a stronger and more general impulse and more systematic direction to the study of vocational guidance; to establish centers for the distribution of information on child study and the practice of vocational guidance; and to coöperate with the public schools and other agencies in the furtherance of these objects.

PLANS AND PROGRAMS FOR PARENTS' CLUBS

**HOW TO ORGANIZE AND CONDUCT A PARENTS' CLUB
WITH DISCUSSION TOPICS AND REFERENCES**

SUGGESTIONS FOR PARENTS' CLUBS

HOW TO ORGANIZE

There is surely a large place in every community for an organization which devotes itself to any topic of child life. Such clubs may organize as Sunday-school classes, home and school leagues, as departments in women's clubs. It may be desirable to affiliate with existing organizations rather than to duplicate a helpful institution already established.

WHERE TO MEET

If the study group is affiliated with some society already formed, it would naturally share its place of meeting. Where it is organized independently, it is often possible to secure the use of some woman's club-room or church parlor, or to arrange to meet in turn at the homes of the members. The schoolhouse is often employed for such a purpose, and school teachers are frequently active in the leadership of such clubs.

WHEN TO MEET

When the clubs meet in a schoolhouse, they are usually called together on Friday afternoons at the close of school. Young mothers, especially in homes where the fathers are down town for lunch, often meet late in the morning and bring or prepare a simple lunch together, which constitutes the social ending of the study hour.

LIMITS FOR THE CLUB

It has been found by experience that a membership of about thirty-five is as large a group as can work informally and effectively together. Where a larger number desire to join, it is best to divide the club into sections which meet separately.

The club should, as far as possible, be limited to mothers who have children of about the same age, or who have similar interests and social circumstances. Large numbers at first are not desirable. Better ten workers than forty drones.

TOPICS TO USE

A parents' club or class should begin by selecting topics that are of the simplest and most practical character. Some clubs wish to make a consecutive study of childhood. The majority, perhaps, are better served by selecting the subjects which most directly interest those who are to be members of the club, regardless of whether they are consecutive or not. The material in this volume will prove sufficient for program suggestions for any such club or class. A few simple programs, with references, are appended herewith. The Outline of Childhood in this book not only suggests a wider range of topics but also how such a class may go into a specific subject more thoroughly. The answers to questions which are given in this book furnish an admirable supplement and a helpful addition to the club's question box. The list of books for parents places before the club the best of the club library. Some clubs find it helpful to use one of the popular mother's magazines as a basis for their topics.

WHAT TO READ

It is recommended that the members read a few books carefully upon a few topics. One or two books have already been published especially for parents' classes. "Child Nature and Child Nurture" is an excellent elementary book written by Professor Edward P. St. John, containing twenty-six lessons. "Child Study and Child Training" by the author of the present volume contains thirty-six lessons for such a class and a special department devoted to "laboratory work" of practical observations of and reports upon real children. The latter course is accompanied by a teacher's manual. Both courses are furnished with references for further reading.

After selection of the programs, the leader of the committee might decide upon a selected list of volumes chosen from the bibliography in the back and call them to the attention of the members of the class. Each member would probably be willing to buy one of these books. Thus the class would have both a library and a series of text books for the use of all its members.

THE LEADER

Apparently the most formidable difficulty is that of securing a

leader. "Many," says Prof. E. P. St. John, "would turn first to a pastor, but there are difficulties there. If he has no children the presumption is that he knows nothing about how those of others should be trained; if he has them, they serve as awful examples of his incompetence. Perhaps there is a kindergarten who through study and experience knows much of the training of the young child, but she has little knowledge of the specific problems of home training, and the mothers give her credit for less than she has. Certain mothers are very tactful and successful in the training of their own children, but their methods are not the only good ones, and indeed could not possibly be used by some others."

Such are some of the difficulties which one must face at the outset of such work, but they are less serious than they seem. It should be understood at once that willingness to give dogmatic instruction is the prime evidence of unfitness for the leader's office. That which is desirable is not so much formal teaching as tactful leadership. Thoughtful discussion and free expression of varying convictions and experiences, following the presentation of certain fundamental principles concerning which there can be little difference of opinion, is doubtless the ideal mode of conducting such a club. If the club were composed of grandmothers whose convictions were based on a lifetime of experience, and had taken form in long-accustomed habits, it is doubtful if much change of opinion would result, nor would it be a matter to regret, for their children would have received their training long before; but mothers, and particularly the younger ones whose work is chiefly before them, are meeting real problems that must be solved, and are very ready to learn from those who do not repel by too much assumption of wisdom and authority. Indeed we may be sure that those who do not learn in this way would not be moved by dogmatic assertion.

Of course a strong, wise leader is desirable, but where no one is willing to assume such an office admirable work can be done if the mothers, in turn, will make simple reports of their reading or experiences, and the President of the club will act as umpire. Surely there is in every community some woman who is wise enough to ask questions, even if she does not feel competent to

answer them, and the alert questioner is often of greater service to a study group than a dogmatic answerer.

THINGS TO AVOID

Avoid the discussion of other people's children. There is nothing mothers are more sensitive about than the matter of their own methods of home discipline. Let one of the rules of the club be the avoidance of personalities.

Avoid the discussion of your own children as such. Nothing is more tiresome than the mother who uses the club as a means of exploiting either her own ability or her own offspring.

Avoid length. Have the papers short; have the time allotted to each person who enters into each discussion short; have the meeting short.

Avoid the theoretical. Even Froebel is perilous to many mothers. Whatever is mystical or allegorical had better be reserved for personal reading. Let each question focus upon the real problems of real mothers.

Avoid the abnormal. Most mothers are not competent to discuss abnormal physiology or psychology, and many mothers are needlessly alarmed by statements put forth carelessly by amateurs. If the club takes up such topics, hear from a real authority.

Do not meet in any home where for any reason any of the members would feel uneasy to come.

Keep the discussion always above the level of gossip. The purpose of the study is not to reveal the failings of our neighbor's children, but to find out how to bring up our own children.

Employ personal illustrations in the discussions, but impersonally stated. As Mrs. Mary Wood-Allen suggests, "Instead of saying, 'I have such and such problems with my children,' say, 'supposing such and such problems present themselves to the parent, what is the best method of procedure?'"

Avoid discussing several topics at one meeting. One, or at most two, is more effective.

GOOD THINGS TO DO

Begin with prayer, audible or silent.

Let each member answer the roll-call with a quotation.

Two or three times a year at least, break bread together.
Sometimes have a good sing.
Have a question-box.
Once in a while set aside a meeting of the children with their parents.

Occasionally ask in an expert to talk, and answer questions.
Be sure to have a reception to fathers at least once a year.
If the topic of discussion does not include the age of your own children's lives, or does not seem to apply to your own immediate problem, remember that you are a member in order to get a wider outlook than that of your own home and your own children. You can meet your own problem better if you become a large enough woman to see the problems of others.

CONSTITUTION AND BY-LAWS

The following sample Constitution is suggested in places where it seems desirable to give the study group a separate existence:

Article I.

This organization shall be known as "The
of

Article II.

The object, or purpose, of this organization shall be to promote the complete development of the child. To that end, it is our desire to instill into the minds of mothers the highest conceptions of motherhood; to direct the mother in her study of the child; and to apply this knowledge and direction practically in the home life of the child.

Article III.

No dues, or assessments of any kind, shall ever be charged against any member of this CLUB, but voluntary contributions from any person will be accepted at any time.

Article IV.

The regular meeting of this CLUB shall be held, on the day of each calendar month; however, the day of this meeting may be changed by consent at the last meeting pre-

ceding. The hour of meeting shall be o'clock in the, and it is to continue until, unless sooner adjourned.

Article V.

Fifteen members of this CLUB shall constitute a quorum for the transaction of business, but a less number may adjourn the meeting to another day. A majority vote, when a quorum is present, shall be sufficient to decide any question, or pass any resolution or express the election of any matter coming before the CLUB for consideration.

Article VI.

The officers of this CLUB shall be PRESIDENT, VICE-PRESIDENT, SECRETARY and CHAIRMAN OF COMMITTEES ON "MEMBERSHIP," "PROGRAM," "LIBRARY," and "PRESS."

Article VII.

SECTION 1. The President shall preside at all meetings of the CLUB, calling the same to order; preserve order; supervise and direct the progress of the business coming before the meeting; and generally act as the head of the CLUB and members when in business session.

SEC. 2. The Vice-President shall act in the place and stead of the President during the latter's absence or disqualification.

SEC. 3. The Secretary shall attend to the correspondence of the CLUB; to service of all notices, as to meetings, assignments of duties to members and other matters to which the members are entitled to knowledge; to keep in her custody the papers and books of the CLUB, or other records; to take the minutes of the CLUB.

SEC. 4. The Chairman of the Program Committee shall preside at the deliberations of the Program Committee, and report the result thereof to the Secretary of the CLUB.

SEC. 5. The Program Committee shall be appointed by the President of the CLUB. It shall be the duty of the Program Committee to provide full, complete and detailed programs of business to come before the CLUB, and to that end it shall select

subject matter to be presented before the CLUB, from time to time, and designate members or other persons to present these subject matters at such meetings. The program for each meeting shall be ready at the meeting preceding, to give the participants ample time to prepare their material for delivery and presentation.

SEC. 6. The Library Committee shall be elected by the CLUB. It shall be the duty of this committee to take general charge of the library of the CLUB and to circulate the books of the library systematically among the members.

SEC. 7. The Membership Committee shall be elected by the CLUB. It shall be the duty of the Membership Committee to discover and present to the CLUB those who, it believes, are likely to become interested and acceptable members. All reports upon persons suggested by any member for membership shall be made by this Committee, and action upon the same shall not be taken until the next meeting of the CLUB.

SEC. 8. The Press and Reception Committees shall be elected by the CLUB. It shall be the duty of the Press and Reception Committees to give dignified publicity to the CLUB, to receive speakers and distinguished guests, and to take charge of the social meetings of the CLUB.

Article VIII.

The election of all officers shall be held annually at the meeting in The election shall be by secret ballot, in open meeting, in the following manner: The Secretary shall furnish blank slips of paper of uniform size and shape, and pass one slip to each member present; then each member present, if there be a quorum, shall write thereon her choice for President. The person receiving the highest vote shall be President, and the person receiving the second highest vote shall be Vice-President. A similar ballot shall then be passed again to each member for the election of Secretary, and the person receiving the highest number of votes shall be elected Secretary. No names shall be placed in nomination at such election, nor shall any recommendation be made at such election to influence the electors in their voting.

Article IX.

The CLUB may, by a majority vote, declare vacant any office when the holder thereof shall be absent for three consecutive meetings without good excuse, notice having been given at a previous meeting that such motion would be made; also where any officer refuses or neglects to perform her duties. Members may be dropped for non-attendance or being persistently absent for meetings, similar notice having been given at a meeting before such action is taken.

Article X.

Members shall be elected by a two-thirds majority vote.

Article XI.

Two meetings of the year shall be "Guest Day" for the entertainment of persons not members, and such "Guest Day" shall be designated by the membership at the meeting preceding such "Guest Day."

Article XII.

These ARTICLES, and any part thereof, may be amended at any meeting by a vote of two-thirds of the members present.

REFERENCES

WORK AND PROGRAMS FOR WOMEN'S CLUBS, by Caroline French Benton, published by Dana Estes and Co., Boston.

OUTLINES OF CHILD STUDY, by William A. McKeever, published by the Macmillan Co., New York.

MOTHERS AND TEACHERS' CLUB BOOKLET, by Della Thompson Lutes and Elizabeth Evans Pettinger. Published by Crist, Scott and Parshall, Cooperstown, N. Y.

PARLIAMENTARY USAGE, by Mrs. Emma A. Fox, published by Baker and Taylor, New York.

PROGRAMS

I. A VERY SIMPLE PROGRAM

In an average club, composed of mothers of children of different ages and having for this reason a variety of problems, a program of large and diversified themes, like the following, is useful for the first year of study together.

The Home.
The Mother.
Child Hygiene.
Summertime Problems.
Child Study.
Young Children.
Children from Six to Twelve.
Adolescents.
Backwardness and Forwardness.
Home and School.
Play.
Work.
Companionships.
Vocation.
Moral Problems.
Sunday.
Religion.

A skeleton either for club study or for individual report for each of these topics may be obtained by looking up the topic in the Outlines at the beginning of this volume. References for reading from books in the public library may be found in the List of Books for Parents. One of the most helpful methods is that of the Question Box. Nearly all the common questions that are likely to arise in connection with any one of these subjects are dealt with in the Answers to Parents' Questions in this book. It will be of interest to read them aloud, and then to discuss them informally.

II. A FULLER PROGRAM

The following program, though not difficult, is more explicit, and presupposes that the members of the club have access to five or six books as the basis of study. It would of course be desirable that each member should own a copy of the book that covers the special field in which she is interested, but by arranging a central place for frequent exchange it is quite possible to carry out the course with only one copy of each of the volumes named. They ought all of them to be in every public library.

Fourteen topics are suggested, but many of the sub-topics are so important that they will of themselves fill an hour. The course, if carried out in full, would interest a class that had weekly sessions for at least a year. For groups meeting less often, selections should be made. The most frequent mistake of a new club is to attempt too ambitious a task for each meeting.

The reference books suggested are these:

AS THE TWIG IS BENT (valuable concerning small children).	<i>Chenery.</i>
THE BOY PROBLEM IN THE HOME.	<i>Forbush.</i>
THE CARE AND TRAINING OF CHILDREN (moral as well as physical care).	<i>Kerr.</i>
CHILD NATURE AND CHILD NURTURE.	<i>St. John.</i>
THE DAWN OF CHARACTER (very suggestive child study).	<i>Mumford.</i>
TRAINING THE GIRL.	<i>McKeever.</i>

The references to Forbush and McKeever are usually alternative, Forbush supplying the suggestion that applies to boys and McKeever the one that applies to girls.

I. PHYSICAL HABITS:

Thumb-sucking and Nail-biting, etc.	Kerr, 214-221; Mumford, 213-225.
The Problem of Cleanliness.	Kerr, 62-67.
Habits in Eating.	Mumford, 74-77; St. John, 14-18.
Habit Forming.	Chenery, 89-104; Mumford, 73-83.
Self Consciousness.	McKeever, 119, 120.

II. PHYSICAL PROBLEMS:

Clothing.	Kerr, 29-37; Forbush, 244; McKeever, 66, 114-127;
Diet.	Kerr, 38-58, 121-123.
Sleep.	Kerr, 69-78; Forbush, 180.
Nervousness and Restlessness.	St. John, 19-26; Kerr, 138; Mumford, 188, 189; Forbush, 220, 221; McKeever, 35.

Peevishness. Chenery, 111-131; Mumford, 182-184.

Fears. St. John, 32-45.

Self-control. McKeever, 332-337.

III. OUTDOORS:

Pets. St. John, 83-86.

Love of Nature. McKeever, 140.

Profitable Vacations. McKeever, 101-113, 128-142.

IV. PLAY:

The Value of Play. Forbush, 87-90; McKeever, 86-90.

Suitable Games. McKeever, 91-94.

Athletics. Forbush, 229-238.

V. PARENTS AND CHILD:

How to Know Our Children. Kerr, 132-138; Mumford, 196-210; McKeever, 175, 176; Forbush, 6-10, 110-118.

The Child's Room. Kerr, 17-28; Forbush, 248.

Doing Things Together. Forbush, 119-130.

Stories and Story-telling. Forbush, 90-92.

The Matter of Obedience. Chenery, 32-43; Kerr, 146-161; Forbush, 3-6, 20-28, 147-152.

Punishment. Kerr 162-189; Mumford, 112-130; Forbush, 36-50, 161-174.

VI. ABOUT THE HOUSE:

Table Manners. Forbush, 39.

Home Occupations. McKeever, 93-113.

Helping About the House. Chenery, 105-115.

Allowances and Money. St. John, 102-106; Chenery, 64-77; Forbush, 243-247.

VII. LIVING WITH OTHERS:

How to Deal with Impudence. St. John, 87-90.

How to Deal with Obstinacy. Forbush, 43, 138-141.

How to Encourage Fairness. Forbush, 16-19.

How to Encourage Unselfishness and Sympathy. St. John, 67-86; Chenery, 21-31; Mumford, 139-148.

Training the Child to Love. St. John, 57-66; Chenery, 44-63.

VIII. HOME AND SCHOOL:

Kindergarten. McKeever, 14-25.

How to Deal with Curiosity. Mumford, 149-156.

What the School Is Trying to Do. Kerr, 93-131; Forbush, 223, 253.

How to Coöperate with the School. McKeever, 37-49.

High School. McKeever, 50-67.

IX. READING AND STUDY:

How to Help a Child to Learn to Study. McKeever, 26-36.

Interest and Ambition. Forbush, 220-223.

Directing Our Children's Reading. Kerr, 188-191.

X. SOCIAL PROBLEMS:

Manners. Chenery, 94-98; Mumford, 135-138.

The Gang. Forbush, 144-146, 232-233; Kerr, 192-196.

Parties and Entertaining. McKeever, 143-150.

Picture Shows and the Theater. Kerr, 197-201; Forbush, 203-205.

Amusements. Forbush, 199-203.

High School Fraternities. McKeever, 64, 65.

The Getting Away from Home. McKeever, 68-81; Forbush, 250-255.

XI. THE ANGER INSTINCT:

Temper and Passion. St. John, 52-56; Chenery, 78-88; Mumford, 192-195.

Quarreling. Mumford, 180-182.

The Matter of Fighting. Forbush, 112.

The Right Uses of Anger. St. John, 46-51.

XII. TRUTHFULNESS:

How to Help Proper Imagination. Chenery, 8-20; Kerr, 140, 141; Mumford, 40-53, 160-162.

How to Hinder Wrong Imagination.

Kerr, 180-187.

How to Teach Property Rights of Others.

St. John, 97-99; Kerr, 202-205.

Honesty and Honor.

St. John, 100, 101.

XIII. SOME SPECIAL PROBLEMS OF ADOLESCENCE:

New Conditions: What Must be Expected.

Forbush, 219-227.

How to Provide for the New Needs by Sex Education.

St. John, 27-31; Kerr, 206-213; Forbush, 54-63, 176-183, 256-264. Mumford, 157-160; McKeever, 158-170, 240-258.

The Outlook Toward Vocation.

McKeever, 175-239.

XIV. SOME RELIGIOUS PROBLEMS:

The Religious Life of the Child.

Mumford, 162-170; Forbush, 64-73; Chenery, 132-142; McKeever, 284-290.

Teaching to Pray.

Chenery, 143-151; Mumford, 170-177; Forbush, 74-85, 185, 186, 268.

Explaining the Bible.

Forbush, 92-94, 137-189, 269.

Church-going.

Forbush, 94-96, 269.

Better Sunday Schools.

Forbush, 271, 272.

Happy Sundays in the Home.

Forbush, 189-192.

Service for Others.

McKeever, 259-269, 291-326.

A PROGRAM BASED ON THIS BOOK

The Outlines of Child Life in this book form an excellent basis for the use of a study class. There are enough of them for a year in a class that meets weekly; a selection of them would

make an excellent schedule for monthly or fortnightly meetings. The condensed statements would make good outlines for papers and the references will give those who prepare them the sources for reports.

Similarly, the Answers to Questions will be equally suggestive to clubs that wish to give their time entirely to the practical rather than the theoretical. These replies not only deal with some of the most urgent questions that are raised in the home, but they may be easily grouped so as to present those problems in a logical way. For example:

In a study of Obedience	Use the Answers under the captions Punishment, Spanking, Slap.
In a study of Home Education	Use the Answers on Music, Genius, Observation, Occupation, Household Tasks, Sense Training and Baby.
In a study of Politeness	Use the Answers on Politeness, Shyness, Table Manners, Embarrassment, Kindliness, Gentleness and Loudness.
In a study of Government	Use the Answers on Impudence, Submissive, Giggling, Slow and Late.
In a study of Play	Use the Answers on Toys, Amusements, Fairness and Justice.
In a study of Reading	Use the Answers on Story Books and Sunday Newspaper.
In a study of Truth-telling	Use the Answers on Imagination and Lying.
In a study of Money	Use the Answers on Allowances, Paying, Thrift and Stealing.
In a study of Home Recreation	Use the Answers on Home Evenings and Games.
In a study of Moral Training	Use the Answers on Sex Education, Vulgarity, Obscenity and Impure Talk.

In a study of Religious Education	Use the Answers on Sunday School and Bible.
In a study of Habits	Use the Answers on Orderliness, Tidiness, Spitting, Showing Off Crying, Whining, Toilet and Running Away.
In a study of Companions	Use the Answers on Influence, Older Children, Neighbor's Child and Girls.
In a study of the Care of Children	Use the Answers on Sleep, Fatigue, Nervousness, Food, Posture, Restlessness and the Sensitive Child.
In a study of Home Relations	Use the Answers on Getting Along Together, Loyalty, Older Brothers, Only Child and Telling Tales.
In a study of Quarreling	Use the Answers on Temper, Teasing, Bullying, Fighting, and Dictatorialness.
In a study of Girls	Use the Answers on Tomboy, Pretty and Sex Instruction.
In a study of the Home	Use the Answers on Nursery, Playroom, Nurses, Quiet and the Child's Room.
In a study of Home Customs	Use the Answers on Table Talk, Dramatics, Pets and Home Evenings.

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